DOCUMENT RESUME

ED 101 263 95 CG 009 555

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TITLE Paraprofessionals in Occupational Resource Centers.
INSTITUTION Massachusetts State Dept. of Education, Boston.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE Jul 74
NOTE 101p.
AVAILABLE FROM Keynotes, Division of Curriculum and Instruction, Massachusetts State Department of Education, 182 Tremont Street, Boston, Massachusetts 02111

EDRS PRICE MF-$0.76 HC-$5.70 PLUS POSTAGE
DESCRIPTORS *Career Education; Educational Programs; Elementary Secondary Education; Guidelines; *Information Dissemination; *Nonprofessional Personnel; *Occupational Information; *Resource Centers; Resources
IDENTIFIERS *Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

This report is intended to serve as a basic information source for those who seek to establish an Occupational Resource Center, are seeking information concerning paraprofessional training programs, or simply wish to expand their awareness of the programs and materials available in the career education field. This report is intended as a guideline for interested individuals, through a description of one training program which has proved successful and through a description and directory of occupational resource centers which serve as models for institutions implementing their own occupational resource center programs. (Author)

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PARAPROFESSIONALS IN OCCUPATIONAL RESOURCE CENTERS: A training program which was established in 1972 under Title III of the Elementary and Secondary Education Act of 1965, in cooperation with the Massachusetts Department of Education.

PREFACE: This report is intended to serve as a basic information source for those who seek to establish an Occupational Resource Center, are seeking information concerning paraprofessional training programs, or simply wish to expand their awareness of the programs and materials available in the career education field. This report is intended as a guideline for interested individuals, through a description of one training program which has proved successful and through a description and directory of occupational resource centers which serve as models for institutions implementing their own occupational resource center programs.

THE COVER: The Career Education logos of the H.E.W. superimposed on the outline of Massachusetts symbolizes two dimensions of this program. Unstated but understood is the human involvement which made this program a success.

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JULY 1974

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ACKNOWLEDGEMENTS:

To Ellen Butterfield, Massachusetts Department of Education, who provided continued strong support throughout the duration of this project.

To the Amherst-Pelham Regional Schools, for providing all training facilities and administrative space.

To all the paraprofessionals and supervisors with whom we have worked and whose efforts contributed greatly to the success of this program.

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INTRODUCTION

BACKGROUND

In the past three years, 1972 through 1974, this project, which has been funded under Title III of the Elementary and Secondary Education Act, has worked to establish Occupational Resource Centers in schools, community agencies and correctional institutions throughout Massachusetts. In cooperation with the Massachusetts Department of Education the Project stimulated and encouraged the various institutions to develop the Resource Centers by providing: 1) A free training program on the establishment and operation of an Occupational Resource Center for a paraprofessional of their choosing and 2) matching funds to assist in the purchase of the necessary materials and equipment for the Center. In essence, it was a one year program that provided seed money to local institutions and training to paraprofessionals in order to initiate the establishment of the Occupational Resource Center approach to Career Education. At the end of the school year the involvement of the project with each local institution terminated and the program, if it had proved beneficial to the institution's clients, was continued out of the participating institution's budget.

In addition to the training program and the seed money, the project also provided various follow-up and support services such as on-site visits, informational newsletters and in-service training workshops.

The Project, officially titled *PARAPROFESSIONALS IN OCCUPATIONAL RESOURCE CENTERS*, trained twenty-two paraprofessionals for the school year 1972-73 and seventeen paraprofessionals for the school year 1973-74. Due to variations in the amount of federal funds available, 100% matching funds were provided to institutions

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participating during 1972-73 and 50% to those participating during 1973-74.

At the present time, July 1974, the Project is in the process of terminating its operation. This is a normal occurence for Title III programs; one year of planning and two years of operation is the usual Title III format. The Project was in a sense an experiment in the delivery of occupational information; an experiment that we feel has shown itself to be of significant value in effectively providing clients with important information and experiences. The staff members of the Project all have careers in guidance or instructional services that place heavy demands on their time and professional capabilities and make it impractical for the project to continue under their direct supervision and direction. The staff does, however, intend to continue strong support to the future development of the concept of paraprofessional training and to the future establishment of Occupational Resource Centers. All members of the project staff stand ready to respond to inquiries and to provide assistance wherever possible to assure continuation of the progress made by this Project.

PURPOSE OF BOOKLET

Much has been learned in the course of this Project and the basic purpose of this booklet is to assist other educators in the effective utilization of the paraprofessional and resource center concepts as part of a systematic program of occupational information and career education. This booklet attempts to convey the knowledge, experience and insight we have gained in working with numerous Occupational Resource Centers in the last two years. The intent is to provide both information and practical resources, therefore the booklet is divided into two sections. The *first section* deals with the definition of the paraprofessional and the resource center along with the conceptualization of their functions,

Section One

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and with the nature of the training required to adequately prepare the paraprofessional. The *second section* provides a brief description of each of the existing operational resource centers established under this program. The people associated with these programs stand ready to assist you with practical, up-to-date information on how to go about setting up a Resource Center that can provide you with sources of information and materials, with examples of effective programs and activities and with suggestions of successful methods and techniques. These people have done the basic work of establishing and operating their Centers and are an invaluable resource to anyone contemplating a similar program. We would suggest that you read over the information in the first section and then select Resource Centers in settings similar to your own for observation and further information.

It should be noted that this booklet is by no means the last word on paraprofessionals or resource centers. We certainly don't claim to know all there is to know on the subject. We are simply setting down in practical form what we have learned, to assist those who may attempt to implement the concepts within their own systems. Due to this emphasis, those individuals desiring complex theoretical formulations or impressively manipulated masses of sophisticated statistics would best look elsewhere. But for those people who desire to incorporate the Occupational Resource Center within their own situation and feel the need for practical information, someone knowledgeable to talk to, and an existing program to observe, we hope that this booklet will prove useful.

THE OCCUPATIONAL RESOURCE CENTER

DEFINITION

For the purposes of this program we have defined a Resource Center as a place in which information on a particular subject (in the form of materials and experiences) - in this case Occupations and the World of Work - is brought together in order that it is readily available and effectively delivered to the clients of that Center. These clients may be students, teachers, administrators, guidance personnel, parents, drop-outs, inmates, community people; in essence anyone having need for the information services provided by the Resource Center. The Resource Center is designed to increase the visibility of the subject matter and to maximize the systematic, comprehensive delivery of the materials.

The Resource Center is a library in the sense that it is a gathering place for materials; but it is not a library in a strict sense because the Resource Center materials are grouped together on the basis of a common form. Many will argue, as was noted in a recent article in Time, that the term Resource Center is simply a trendy term meaning library. The argument is easy to sympathize with since many Resource Centers resemble libraries in their appearance and some are in fact located within a facility's library. However, Resource Centers are significantly different enough to warrant the distinction. The library acts as a storage area for materials on a wide range of topics and subjects; the Resource Center compiles all the available information, materials and experiences within the system or a school relating to a particular topic together in one place and operates programs to facilitate the delivery of these multiform resources to the Center's clients. Therefore, instead of having

the materials relating to occupations and the World of Work scattered throughout the library, and intermixed with materials on other topics, the Occupational Resource Center compiles these items together in one area and supplements them with additional resources such as games, audio-visual materials, interest and aptitude determination devices, training, listings of appropriate community resources, field trips, and outside speakers. The overall effect is to increase both the visibility of the subject area and the accessibility to programs and resources related to that topic.

OCCUPATIONAL CHOICE

Occupational choice is quite possibly the most important single decision an individual will make and is a decision that should not be left to chance or made on the basis of inaccurate or inadequate information or assumptions. The establishment of an ORC (Occupational Resource Center) acknowledges the life-long need and desire of people to learn more about the real world of work and to understand and make decisions about their own lives in terms of that occupational world. The ORC concept has been developed and implemented to reach individuals wherever they are in their career development, in school or out of school, child or adult, and to provide individuals with the vehicle for developing their full human potential regardless of race, sex, age, socio-economic status, ethnic or cultural background.

CAREER EDUCATION

The assumption is being made that if you are interested in establishing an ORC Program, and have taken the time and effort to acquire and examine this booklet, that you recognize the need that people have for accurate, up-to-date information on careers and the World of Work. Since such a center often serves as either the initial component of a developing Career Education program

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or a facet of a pre-existing, on-going CE (Career Education) effort, it seems appropriate at this point to briefly outline the definition and implications of the CE concept.

> *"The concept of CE is neither new nor revolutionary: it has evolved from decades of experience and experimentation with career development theories."* /1

In the decades since the Smith-Hughes Act provided an impetus to vocational training in 1917, many guidance- (and/or vocationally) oriented authors and researchers have offered theories about how vocational choices are made and about the needs students and others have for relevant information concerning the World of Work. The term Career Education, however, was not used with any regularity until early in 1971. In July, 1970, the National Advisory Council on Vocational Education recommended that American education include Career Education, suggesting that a career focus would help in alleviating the problems symptomatic to many educational institutions. Early in 1971 the United States Office of Education, under Commissioner of Education Sidney P. Marland, endorsed a research and development effort centered in four models: School-based, employment-based, home/community-based and rural-based. Since that time the term has been widely used, and this first formal thrust by the Office of Education provided the impetus for a great deal of discussion, both of the concept itself and the various alternative ways in which it could and/or should be implemented.

James Coleman, although he does not use the term Career Education, addresses his concerns by stating that *"the new goal* (of schools) *must be to integrate*

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the young into functional community roles that move them to adulthood." /2 He describes *"school communities"* whose *"intent is to make responsible, productive human beings...."* /3 He continues by saying that workplaces need also to be changed, and this he sees as more radical than the schools' reorganization. The end result would be that the dichotomy between economic and educational institutions would disappear, *"a work-place would also be an educational institution."* /4 There would be continuous in each individual's life a fusion and mixing of work and education.

> *"Career Education is still a concept, not a program, not a blueprint, not a set of do-this-and-do-that. As a concept it is all-inclusive, ranging from very early elementary grades through secondary and post-secondary education, certainly through professional schools,....."* /5
>
> *"So it is far from a concept that has formality or definition....."* /6
>
> *"It is offered as a way to encourage people to make their choices within very broad criteria. There are no specifications. We have avoided, . . . any definitions."* /7

Dr. Marland is adamant that CE (Career Education) not be defined in Washington; his view is that the movement *"has to grow town by town, state by state . . . by local initiative and local partnerships."* /8 The definitions and implementation have been left to local educational agencies, and they have responded in a variety of ways through curriculum efforts and teacher in-service training. Basic to each program are some fundamental concepts, the threads of which link the projects in general unanimity. Systems widely separated geographically have, for the most part, agreed on tenets (East Providence, R.I.), concepts (Hackensack, N.J.) or broad goals (Seattle, Wash. and Arizona Department of

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Education) that reflect:

1. a concern for self-awareness on the part of the student, an awareness of the individual's attitudes, abilities, interests and values;

2. a concern for each student's perceiving the relationship between education and the opportunities for a productive, satisfying life after he or she leaves school, at whatever age and with whatever amount or degree of training;

3. a concern for knowledge about decision-making skills, for experience in determining and examining alternatives;

4. a concern for the student's economic growth in terms of skills needed and acquired as well as the interrelationships of economics and people and a knowledge of the basic economic principles;

5. a concern for a work ethic, that work and the worker be valued for their productivity, that service is work, whether it be voluntary or for pay.

"Currently it seems safe to say that 'career education' can perhaps be most accurately defined as a concept in search of a definition." /9

Hoyt has offered a comprehensive definition:

"In my view, career education can be defined as the total effort of the schools and the community to help all individuals become familiar with the values of a work-oriented society, to integrate those values into their personal value structures, and to implement those values in ways that make work possible, meaningful, and satisfying for each individual." /10

Clearly the emphasis here is on the role of education as part of the community.

A slightly different emphasis, on the career itself, is Evans':

"Career education is the total effort of the community to develop a personally satisfying succession of opportunities for service

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through work, paid or unpaid, extending throughout life." /11

The advocates of Career Education are clear in their insistence that the concepts apply to each individual, throughout his lifetime, and that they extend beyond vocational skills training to include self-awareness and decision making skills; and beyond the school and the job to leisure-time and retirement activities.

THE OCCUPATIONAL RESOURCE CENTER (ORC)

The current employment crisis gives a clear mandate for the establishment of Occupational Resource Centers. The establishment of these centers does not represent an immediate resolution of this long-range problem, but there is great potential for alleviating the problem.

The ORC is planned and equipped to provide in two ways the experiences for which the clientele is developmentally "ready." It supports and facilitates the CE program of the institution, and it is available also to those students (and others) who are not served by a CE program and/or who seek specific information on their own initiative. In the first instance, the program provides a planned, sequential series of experiences; in the latter instance, resources are conveniently close at hand for more casual use.

Needs, and specific objectives, vary depending on the setting in which the Center is located. The nature of the population to be served -- age, residential or non-residential, occupational goals -- must be taken into account. Other critical factors to be considered are how the Centers will be integrated with the instructional curriculum, the degree of local supervision, the newness of the Center and its physical location.

ORC OBJECTIVES

The ultimate, long-range objectives for the establishment of an ORC, staffed by a trained paraprofessional, are:

1. To intensify the use of occupational and related information through an increased availability of materials;
2. To aid professionals in establishing and operating work-study and other alternative learning programs;
3. To aid all individuals in meaningful career development;
4. To aid professionals in gaining more knowledge about the World of Work.

These general objectives may be seen as enabling objectives for the school or public agency's effectiveness in helping each individual client to make appropriate career decisions. Although the aide is trained to work effectively in an ORC, the actual establishment of the Center is dependent on the professional evaluation of need and professional selection and evaluation of materials and equipment. Without the professional involvement in planning the Center, the aide (or paraprofessional) tends to be absorbed into the existing establishment with no innovative thrust in bringing new methods and materials to the target population.

The program, the vehicle for conveying information to students or other clients, is the key. This program may take various forms: the already-established social studies program, specific courses in career exploration which may be offered by an individual department or by an interdisciplinary team, a program developed by the Extension Service for use with 4-H and other Extension Services, a part of a rehabilitation program in a prison or hospital setting.

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REQUIREMENTS

Whatever form the program takes, it is essential to its success that:

1. the program to be developed by a team of professionals and paraprofessionals working closely together with administrative support;

2. the broad goals and concepts, as well as the criterion-referenced performance objectives (cognitive, affective and psychomotor) and activities be clearly delineated;

3. the resources, print and non-print, needed be on hand and available when they are needed.

It is this third point that is crucial to the functioning of a CE program in relation to the ORC. The establishment of such a Center, staffed full-time by paraprofessionals, makes the program possible and helps to make it "happen".

PROGRAM NEED

Young people are constantly receiving career information from many sources; their careers "develop" even without any formal school exposure to career development and career education programs. The purpose of a CE Program is to provide information at appropriate times for the student's age and degree of readiness for the information. Programs are developed which take into consideration the ages of the students and their needs for particular information. This formal program will not replace or remove the informal career information young people get; it will tend to plan the learning on a developmental basis. No resource center of career information can provide a planned, structured intervention without a well-thought-out and carefully planned program, and no program will be as viable without such a center. They are mutually necessary: however, the program is the essential component.

The specific nature of the programs developed by the Resource Center will for the most part be dependent upon what individuals are defined as the major, focal

clients of the Center. The nature of these clients and their particular needs will determine how the Center is organized, where it is located. the types of resource materials it contains and the kinds of activities it operates.

THREE COMMON ORIENTATIONS

Our experience has been almost exclusively concerned with Centers established within formal educational institutions on the elementary and secondary levels. In almost all cases the school systems faced the task of establishing an Occupational Resource Center Program with both a limited budget and limited personnel. Due to these limitations there was the necessity to limit the objectives and initiate priorities, and these centered around the definition of whom the clients of the Center were going to be. Based upon this client determination process three common forms emerged. It is important to note that these forms are not mutually exclusive or totally distinct. Each Center contained elements of all three forms and often progressed from one form to another as the Resource Center developed; however the forms serve the purpose of illustrating the various ways Centers developed based upon the major clients.

1. Counselor-Oriented ORC

THE COUNSELOR-ORIENTED OCCUPATIONAL RESOURCE CENTER was the most common form. This was due in all probability to the fact that these Centers had their genesis in the perception on the part of the Guidance Staff in a particular school that the career information needs of its students were not being adequately met. This was common in schools that did not have a formal systematic CE program that incorporated career information needs into the regular curriculum. Therefore the burden of delivering occupationally oriented information to students fell under the responsibility of the Guidance Staff. Because of this fact the ORC was designed and established to meet the specific needs of that Counseling Staff: The goals, objectives and priorities are set by that staff and they

supervise the day-to-day activities of the operation. The emphasis in the Counselor-Oriented form is upon meeting the specific needs of students referred to the Resource Center by the Guidance Staff and upon providing the Guidance Staff with information and materials relating to careers and the World of Work. This close relationship between the Resource Center and the Guidance Staff results in a cooperative working relationship of referral, follow-up and mutual parameters of activity.

The Counselor-Oriented form tends to be an in-house operation of the Guidance Department with relatively little direct contact with other departments and activities. Although at some later stage of its growth and development it may expand its operation and contacts, in the beginning it is located within or close to the Guidance Office, operates under the close supervision of that staff, and delivers information to students through the auspices of the guidance personnel rather than on an independent basis.

2. *Student-Oriented CRC*

The second common form, *THE STUDENT-ORIENTED RESOURCE CENTER*, often develops from the Counselor-Oriented model of organization and focus. The Student-Oriented Occupational Resource Center commonly develops in a system in which CE is an active program or a conceptualized goal. Thus the use of occupationally oriented resources is more widespread throughout the school and may in fact be under the direction of a professional CE coordinator. In this form the Center changes from one closely, or exclusively, affiliated with one department to a general resource area on occupational information.

This change in form is often accompanied by a change in location. The ORC in

the Student-Oriented form usually becomes affiliated in an organizational sense with the library or media services area. However, although affiliated with these areas in an organizational sense, the ORC tends to exercise a relative amount of autonomy and independence in both the establishment of goals and objectives in the day-to-day activities of the ORC.

It is in this form that the ORC is most likely to intitiate or work closely with the existing work-study or community resources programs. It has been our experience that the operation of an ORC or the administration of a work-study program both represent full-time jobs if they are to be handled adequately and thus ORCs tend to either work with existing work-study programs or encourage their development rather than actually setting up and operating the programs in addition to the Resource Center program.

This type of ORC development is referred to as the student-oriented form because the Center's primary clients are students. Programs and activities are designed to be delivered directly to students rather than indirectly through counselors or the instructional staff. Students utilize the resource materials on a walk-in basis, in response to specific programs operated by the Resource Center, on assignment from classroom activities, or on referral from the Guidance Staff. Certainly the resources are provided to teachers and counselors for use in their settings but the primary emphasis is upon obtaining materials with a direct interest to students and delivering the information/experiences directly to students. The ORC in this form is able to exist independently because it is assisting in the fulfillment of school-wide or system-wide objectives rather than those established by just one department.

3. Teacher-Oriented ORC

The third prevalent type of development is *THE TEACHER-ORIENTED OCCUPATIONAL RESOURCE CENTER.* In this form the teachers are the major clients and the ORC functions as a sort of professional library ORC on occupational information and its utilization. This type of form was utilized in two of our school situations. First, it was the common form in elementary schools; students are too young to effectively utilize the Center on their own. Some middle schools use this form also. Second, it was used in schools in which the focus of the occupational information program was to deliver information through the vehicle of the classrooms and the individual teachers. The emphasis in these situations was to integrate career related materials and programs into the regular curriculum and thus the ORC was designed to assist the individual teachers in this task.

In this form the ORC does not generally operate programs independently of the classrooms nor does it act as an open resource center for student use. The materials and experiences housed in the Center are selected on the basis of its use by the teachers rather than by students and the Center will contain curriculum guides, teachers' manuals, and source and reference books on CE.

This Teacher-Oriented form was most common at the elementary level but could be used on any level. It does require a commitment on the part of the instructional staff to use occupational information in their classroom programs. If the use of this kind of information is a school or system wide goal the teachers will see the value of the Center and will utilize its resources and personnel. If it is not an accepted, clarified goal the teachers may tend to regard the Center as a threat or additional burden. With the heavy demands and pressures upon the instructional staff it is crucial to establish the program so that it

is seen as a device to assist the staff and help meet these demands and goals rather than adding additional ones.

ESTABLISHMENT OF ORC

The questions facing the educator desiring to set up a Center most often concern space and funds. The question of how much space is necessary for an efficient ORC will depend primarily upon the clients to be served and the activities to be operated. This may be approached from either direction. You may conceptualize and outline the clients, goals, priorities and activities of the ORC, then determine the space necessary and attempt to find it within the school. On the other hand, space may be a major limitation and it will be necessary to design the Center with these physical limitations clearly in mind.

Location

It has been our experience that very successful programs can be operated out of a classroom or a closet. Certainly an ORC that has a large stock of materials and equipment, serves students directly as an open use center, operates a number of independent programs, utilizes guest speakers, does well to have a large, easily accessible, well-equipped location. However, with imagination a similar operation could be handled with a desk, a closet and a mobile cart for transporting materials. It is important not to get locked into the idea that the ORC must be in a specific place; - in a sense the Center is a method of delivery and can be effectively accomplished in many ways. In essence all that is absolutely necessary is a desk for the paraprofessional and a secure storage area for materials: Programs and activities can be run out of various empty classrooms and information displays can be set up throughout the school. One form may take considerably more cooperation and coordination than another and more time may be required to accomplish less but a program that is well thought out and realistically defined should be able to exist in whatever space

is available.

Cost is the main institutional fact of life that will define the nature and scope of the ORC. Not counting the salary of the paraprofessional, most of the Centers established under this project had a first year budget of less than $2,000. As long as the goals and objectives of the program are specific and the materials purchased are directed to these goals then a large outlay is not required. It is surprising how often new Centers purchase materials and equipment without first outlining objectives and activities: The money may have been wasted since the materials may be inappropriate to the subsequent programs. Cost

The first step in the determination of materials to purchase is the decision of whom the ORC is designed to serve, the needs of those clients and the types of programs and activities to be operated. Second, there should be a search to determine what appropriate materials exist within the school or system; this is not an idle task since there may be a significant number of useful items that have simply never been gathered together and put to efficient use. Third is to examine the materials and equipment available on the market related to your specified goals and objectives. In the past several years the amount of commercially produced items related to occupations and CE has increased at an enormous rate, and very little of it is inexpensive. You may well determine that some items can be produced locally; for example, an English-Journalism class can go out into the community and develop slide-tape or video-tape interviews with members of a particular occupation. Materials (1) (2) (3)

We strongly recommend that you preview any material before purchase. Most

companies are very open to this arrangement. Get the item, look at it, have students and staff use and evaluate it before making a decision on purchase. This preview before purchase is the last step in the determination of materials to purchase.

CONCLUSION

In conclusion it can be said that the ORC is a collection of materials, equipment, activities and experiences related to occupational information and Career Education. The stress is to develop inventories of resources that will relate to the clients of the Center. Thus the Center will have a wide selection of print and non-print materials both commercially and locally produced and supplemented by reality experiences (work experience, field trips, guest speakers, role playing and situation simulations). Since students learn in different ways and respond differently to various materials it is important to provide as wide a variety as possible. The Center evaluates new resources in terms of the clients for whom it is intended. The opinion and evaluation of students, teachers, and staff is actively solicited and considered in the purchase process.

Successful Resource Centers have continued to take an introspective look at their programs and have not hesitated to revise, limit or expand the program if called for. They have avoided the tendency to achieve the original objectives and then "sit still" but have in fact continued to meet the changing nature and needs of all clients through periodic self-examination of objectives and methods.

Importance of Groundwork

The importance of doing the groundwork preparatory to the establishment of an

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ORC cannot be overstressed. If the conceptualization of the goals, objectives, intended clients, priorities, lines of authority and action, limits of responsibility, accountability, etc., are not accomplished before the arrival of the paraprofessional and the accumulation of materials and equipment the valuable time has been lost, the skills and training of the paraprofessional are not efficiently utilized and the program will be hampered by confusion and misdirection.

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THE PARAPROFESSIONAL

Career Education today requires innovative approaches in both materials and techniques. Society's desire to help each individual to develop to his full human potential regardless of race, socio-economic, ethnic or cultural background places increased demands upon teachers, counselors, community service rehabilitation workers for imaginative and relevant educational counseling.

One way to meet these demands is to make maximum use of present teachers, counselors, social workers and others charged with the administration of programs within which career invormation can be presented. Analysis of the differentiation of the professionals' functions indicates that many routine and semi-clerical tasks, though essential, can be performed by trained auxiliary personnel.

Paraprofessional; aide; support personnel; resource specialist; these terms are representative of this new career opportunity which has emerged during this past decade. The medical profession has begun more extensive use of these team members, for example, and schools increasingly employ them in classrooms and offices.

> *"The introduction of auxiliary personnel, when they are appropriately selected, trained, utilized and institutionalized, does not need to result in merely 'more of the same'. It can stimulate a reassessment of all the roles of the school. It can help to apply the concept of career development to the total educational enterprise. It can contribute to institutional and social*

changes of some magnitude." /1

DEFINITION

For the purposes of this project we have defined a paraprofessional as an individual qualified by a combination of training and experience to assist a professional in the establishment and operation of an Occupational Resource Center. The primary objectives to be achieved through the introduction of the paraprofessional are (1) To increase the effective and efficient delivery of information and resources to clients and (2) to relieve the professional of tasks and responsibilities which are essential but for which professional education and training are not necessary. The paraprofessional is a trained member of a team which includes at least one professional. Any clerical work is sometimes performed by the paraprofessional or by student help. The paraprofessional works directly under the supervision of the professional team member in carrying out a wide variety of non-professional tasks at different levels of responsibility and autonomy.

ADVANTAGES TO PROFESSIONALS

The establishment of an Occupational Resource Center and the utilization of a paraprofessional does more than simply create new tasks and provide someone to perform them. A paraprofessional position that has been carefully and thoughtfully conceived can have ramifications for task performance throughout the school or agency. The effect is to allow people to concentrate more time and energy on activities appropriate to their skills and training. Relieved of the tasks of examining catalogues, searching out materials, arranging speakers or supervising students using self-directed resources, teachers can spend more time on lesson preparation, curriculum development and individualization of instruction. Similarly, the guidance professional released from the burden

of test administration, resource acquisition and explanation, or student supervision can devote more time with students conducting in-depth test interpretation, vocational counseling, dealing with student problems, and assisting in the parent-student decision making process.

ADVANTAGES TO CLIENTS

In addition to the school or agency benefits from this arrangement, the clients are better served. With adequate preparation, an ORC Program can more accurately determine the client's needs and smoothly mobilize appropriate resources and qualified assistance to meet those needs in a meaningful and personally satisfying manner. Such a system enables clients to become active participants in a process that allows them to proceed at their own rate and provides the necessary support and guidance at each step.

PROGRAM CONSIDERATIONS

The essential minimum requirements of an operational resource center program are (1) an adequate supply of resources, materials and equipment to meet the needs of the pre-determined clients and (2) a person with the training and experience to assist in the establishment of the Center and to operate, or assist in the operation of, programs and activities to meet the occupational information needs of clients. We feel very strongly that the Resource Center and the paraprofessional comprise a single unit, that neither can really function without the other. The most elaborately equipped Resource Center will be virtually useless without a qualified individual to deal with materials and to relate them to programs and clients, while the introduction of paraprofessional personnel without the provision of materials is an inefficient gesture at best.

The other vital components of such a program are planning and teamwork. Only

in this way can such a program be introduced into a school or agency without misconceptions, dissatisfaction, confusion, hostility and ineffectiveness. The goals and objectives of the Center, the clients it will serve, the activities and programs it will offer, the role of the paraprofessional, and the place of the program within the organizational structure ideally should all be determined before the paraprofessional is contracted or a single piece of material purchased.

JOB DESCRIPTION REQUIRED

The explicit clarification and exposition of the paraprofessional's role, responsibilities, authority, organizational placement, accountability, wages and benefits is probably the most crucial task in the planning process. This determination will form the basis for the screening and selection process that will be involved in obtaining an appropriate individual. In the course of this Project we have trained and worked with forty paraprofessionals and it has been our experience that there is no absolute set of personality or educational characteristics that automatically results in an ideal paraprofessional. The most critical factor is to obtain an individual with enough background to meet the requirements of the position yet not so overqualified that the specified role characteristics become a frustrating limitation.

CRITERIA FOR SELECTION

The paraprofessional must have solid, basic intelligence and common sense, the ability to communicate effectively, and the capacity to deal openly with other people. Beyond this the required qualifications will be dependent upon the conceptualized role and status. An individual with a strong background and the ability and desire to work independently might have difficulty conforming to an operation that expected the paraprofessional to perform primarily information

acquisition and storage functions. Individuals with less background and training might have difficulty if placed in a position which demanded much independent work. Accountability must rest upon the professional staff for defining the position adequately before filling it, and for establishing realistic qualifications.

PARAPROFESSIONAL ROLE

In general, the successful programs established as part of this project do not ask more of the paraprofessional than the individual is capable of and do not assign an overqualified person to the position that is established. The role of the paraprofessional needs to be clearly stated but it must be recognized that this role is not static. As the ORC develops, expands, modifies over time, so too will the role of the paraprofessional. The authority, status, autonomy, responsibility, supervision, or organizational position, accountability procedures and personnel contacts will change over time as the program goals and objectives are examined and defined and as the paraprofessional grows in knowledge and experience. While it is advantageous to have the paraprofessional participate in the decision-making process of the evolving role definition, it is not a process that can be left solely to the paraprofessional. It must be a team effort on the part of the paraprofessional, the professional counselor, school administrators and teachers since in most organizational structures the paraprofessional has neither the knowledge to make nor the power to implement unilateral decisions.

The functions and duties that paraprofessionals perform vary over a wide range from basic information acquisition and storage under close supervision to positions of broad independence, autonomy and authority. These roles vary according

to the nature of the individual Resource Centers, the situations in which they exist, and the capabilities of the paraprofessional. In Section II of this booklet, which gives a brief sketch of each of the operational centers, there are statements on the paraprofessional's role and job description at each location. An examination of these provides an idea of the different ways in which the position can be conceptualized.

COMMUNICATION OF PARAPROFESSIONAL ROLE

It should be noted that it is very necessary, in order to avoid confusion and friction, that roles not only be clearly defined and assigned but that they be well known to everyone connected with or affected by the program. In some instances professionals were hostile or at least uncooperative with the paraprofessional, with the sole reason that the role of the paraprofessional had not been defined and made known to them. Once the role of the paraprofessional as a resource person had been clarified the reception was usually excellent, but in the interim time had been lost, action had been misdirected, and often personalities had clashed simply because people were operating with different frames of reference.

In a common occurrence, because members of the staff were not made aware of the lengthy process involved in the establishment of a Resource Center prior to client use, it seemed to many that the paraprofessional was inactive since there was little tangible evidence of activity or accomplishment. However, the paraprofessional was in fact very active in examining catalogues; sending for free materials; making community contacts; accumulating, examining and evaluating materials already available; developing programs; and all of the other activities which are vital to the development of a Center and which must

be accomplished before clients can be accommodated. Increased awareness of the developmental process on the part of the staff can avoid having the paraprofessional and the program acquire an unjustified negative reputation.

It is totally unfair to make demands in terms of time or responsibility upon a paraprofessional that are not adequately compensated in terms of salary and/or benefits, and if the paraprofessional is expected to fill a position that is a sub-professional one requiring specialized knowledge and skills, there must be a concomitant recognition that such skills and performance must be sufficiently remunerated. In addition to a starting salary arrangement that is a fair reward, there should be some progressive system that keeps wages and benefits in pace with the increase in skills, knowledge, ability and responsibility that are acquired through on-the-job experience over the course of several years. It has been our experience that the longer the paraprofessional has been a member of the team the more valuable this person's presence becomes and the more difficult she/he would be to replace. Salary schedules should respond to this fact.

CONCLUSION

The paraprofessional is a team member designed to (1) relieve the professional staff of essential but non-professional tasks; (2) operate an Occupational Resource Center to increase the effective delivery of resources and experiences to the Center's clients. For the paraprofessional to be an efficient addition to the educational team the role of the paraprofessional must be thoroughly conceptualized, explicitly defined and well publicized. The individual chosen to fill the position must be appropriately qualified, adequately trained, continually supported and realistically compensated.

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In order to insure that the paraprofessional is adequately trained to meet the specific requirements of a particular situation, educators may wish to establish pre-service or in-service training programs. To assist in that task the last part of Section I outlines the various objectives and components of the program conducted by the staff of this project.

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[1] Bowman, Garde, Klopf, Gordon J., New Careers and Roles in the American School, A Study of Auxiliary Personnel in Education, Bank Street College of Education and Office of Economic Opportunity, New York, 1968, p. 222.

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THE TRAINING PROGRAM

GENERAL GOAL

The ultimate objectives of this Title III Training Program could apply to any institution concerned with Career Education. The general training goal was to provide the paraprofessional with specific kinds of skills, thus enabling the paraprofessional to function effectively in consort with other staff members in the utilization and maintenance of occupational resource materials.

SPECIFIC OBJECTIVES

The Specific Objectives for this training program were as follows:

A. Intensify the use of occupational and related information through increased availability of materials.

B. Aid counselors, community workers and other professionals in establishing and operating work-study programs or similar reality testing programs.

C. Aid all individuals, especially those planning to enter directly into the World of Work, in career development.

D. Aid career counselors, community workers and teachers in gaining more knowledge about the World of Work.

Any institution attempting to modify this program to meet their own needs would be wise to modify these objectives, and to add further specific objectives to reflect its own local needs.

SKILL AREAS

The extensive experience of the staff of this program, both in the training of paraprofessionals and in the supervision of them, enabled the staff to identify nine skill areas for inclusion in this training program. The components identified include:

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Human Relations Skills: These include developing and strengthening the abilities to communicate - to listen, to observe, to verbally follow, to ask 'open questions', to respond to feeling, to speak with the other people the paraprofessional meets on the job. These skills are deemed to be of great importance for on-the-job success and satisfaction. Both intra- and inter-personal skills are stressed. Measurement can be done by trainees and staff using micro-teaching and rater observations.

1. Human Relations

Increased Awareness of the Characteristics of Human Behavior: The end in view for the paraprofessional trainees is that they have a broader understanding of themselves and the people with whom they work. The characteristics of human behavior, educational and social problems and the paraprofessional's ability to adapt to these behaviors are an integral aspect of the training program. Measurement can be by oral examination and through simulation events developed by the staff to assess ability to observe accurately and predict human behavior.

2. Human Behavior

Clerical Skills: These include the abilities to type and to file, to produce ditto and stencil masters and to use the appropriate duplicating machines. Measurement can occur through the vehicle of a proficiency checklist. (Sample found on page 38)

3. Clerical Skills

Skills in the Use of Audio-Visual Equipment: The ability to operate projectors of various types, programmed learning equipment, tape recorders, 8 mm. clip machines, record players, etc. and the ability to use this equipment in preparing local materials are included among these skills. Modern media provide effective vehicles allowing the individual to seek his own answers, to be his own instructor in the area of inquiry. A paraprofessional trained in this area can expedite self-instruction with available resources and thereby allow the professional staff time for counseling, teaching, and preparation of materials for such Centers. Measurement can occur through a test-out procedure and through observation. (For sample skill listings, see Proficiency Check-List on p. 38)

4. Audio-Visual Skills

Resource Center Skills: The ability to order, maintain, display, and disseminate information and resource materials. These skills include the ability to explain to the clientele the mechanics of the Resource Center,

5. Resource Center Skills

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and help in the preparation of original material. Simulation techniques can be used, working with secondary school students. Measurement can be by demonstration in Occupational Resource Center. (For sample skill listings, see Proficiency Check-List on p. 38)

Use of Resources: These skills include the ability to aid the client or other staff members in obtaining appropriate materials in a minimum amount of time; the ability to write newsletters announcing new materials and information. Measurement can be done by actual student subjects who come to the Occupational Resource Center for help during a portion of the training program.

6. Use of Resources

Basic Introduction to Organizational Procedures, Policies, and Other Forces of the Institution Affecting the Paraprofessional: Those aspects of law and ethics which are relevant to the paraprofessional's functioning within an institutional setting and working with professionals should be included. Work-study program organization, labor laws and regulations, union procedures and regulations and special state and federal projects should be reviewed. Measurement can be done by discussion between the trainees and staff members.

7. Procedures and Policies

Development of Educational and Occupational Terminology Appropriate to the Needs of Each Trainee: This area is concerned with testing terminology as well as with other terms which are particular to an Occupational Resource Center. A glossary would include such terms as Dictionary of Occupational Titles (D.O.T.), percentile, program, film clip, aptitude, intelligence, interest, simulation, cataloging, career education, occupation, vocation, etc. Measurement can take place through interaction with students using video recordings.

8. Terminology

Knowledge of Current Issues in the World of Work, Education, Rehabilitation and Community Service: The trainee who may not have had recent experience or contact with schools or other community agencies, or with the variety of concepts that are being debated, should become aware of what some of them are and of how these issues and their resolutions relate to the paraprofessional's functioning in the institutional setting. Such issues include minority group relations, adolescent dress and conduct, drugs,

9. Current Issues

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alcohol and truancy. Measurement occurs through observation of the bility of the trainee to discuss such topics with fellow trainees and other individuals.

TRAINING COMPONENTS

A training period of three weeks duration was found to be optimal for this program. The first week of training concentrated on the development of human relations skills; the second week on the development of Occupational Resource Center knowledge and skills; the third week on individualized programs aimed at specifically meeting the needs of the local institution. The makeup of any training program established by a local institution would depend upon the needs of the institution; the availability of training staff, facilities, finances and equipment; and the current expertise level of those paraprofessionals who would participate.

The training program included ten categories of activities. Extensive use was made of consultants with expertise in particular areas, to supplement the input of the program staff. A local institution would do well to examine the listings below, to determine which items appear to be relevant to its own needs, to evaluate the ability of its own staff to provide information in the various areas, and then to obtain consultants to strengthen its own program.

THE TEN ACTIVITY AREAS FOR THIS PROGRAM WERE:

1. Orientation

Orientation: The goals and specific objectives of the training program must be clear to the paraprofessionals if maximum success is to be obtained.

2. Evaluation

Evaluation: The paraprofessional, through a daily evaluation procedure, can give an ongoing indication of the success of the program. Suggestions for basic methods of evaluation are included in the Skill Area section of this report. The local institution is encouraged to

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develop and use its own evaluative instruments, reflecting the local training objectives.

Testing: The paraprofessional should gain familiarity with relevant tests such as the Strong Vocational Interest Battery, Kuder, and Holland Self-Directed Search, as well as with the relevant terminology. Local situations will determine the extend of emphasis placed on this unit.

3. Testing

Clerical: Various skills of a clerical and secretarial nature will assist the paraprofessional with many aspects of the Occupational Resource Center operation. For a listing of skills considered generally relevant, see the Proficiency Check-List at page 38.

4. Clerical

Speech: The paraprofessional must develop proficiency and confidence in the writing and delivery of oral communications to individuals and to groups.

5. Speech

Human Relations Skills: Nearly 20% of this training program related to the human relations area. A large block of time was devoted to utilization of the micro-teaching technique (video-taping trainee interaction with others, thus providing immediate feedback to the trainee) in the development of interpersonal communications skills such as attending behavior, responding to feeling, and expression of feeling. In addition, interviewing techniques and the basics of group dynamics were emphasized. It is important to foster the concept that a paraprofessional operates as a cooperating member of a total team, and that paraprofessionals should have a fundamental understanding of the strengths and weaknesses of such cooperating activity.

6. Human Relations Skills

Occupational Resource Center Skills: More than one-quarter of the training program was devoted to activities aimed at giving the paraprofessionals those specific skills needed in the establishment and maintenance of an Occupational Resource Center. A sample of such activities includes: Discussion of the role of the paraprofessional; library skills; filing systems; relationship of the ORC to the classroom; development of familiarity with materials and equipment suitable for ORCs;

7. Occupational Resource Center Skills

development of understanding of procedures to be followed when obtaining equipment and materials; assistance to the paraprofessionals in making preliminary purchases; providing paraprofessionals with actual involvement of children to serve as clients. This simulated ORC activity serves particularly to increase the confidence level of the paraprofessional prior to going on the job.

8. Graphics

Graphics: Providing the paraprofessionals with basic graphic arts skills and concepts will enable them to more readily make their ORC an attractive and highly visible Center. Posters, displays, bulletin boards, etc., can greatly aid in the effective dissemination of information and resources. Such a unit also provides a change of pace from more traditional units of instruction during the training program.

9. Audio-Visual

Audio-Visual: The ORC will probably depend heavily upon the proper utilization of many A-V tools. A local training program should take into account the A-V equipment available, and develop its A-V training component accordingly. See Proficiency Checklist at page 38)

10. General

General - School Organization and Procedures: Topics covered in this area include cultural diversity; an analysis of the World of Work; ethics, confidentiality and school law; Career Education; Work-Study and cooperative education programs; working conditions, salaries and fringe benefits of paraprofessionals; Division of Employment Security; other topics applicable to the local institution.

EVALUATION OF TRAINING PROGRAM

The paraprofessionals who went through this training program have now worked in an Occupational Resource Center for either one or two years. They were asked to evaluate and rank-order the various components of the training program, now that the perspective of experience can add validity to their evaluation. The supervisor of each paraprofessional was also asked to perform the same evaluation.

The local institution may be guided in establishing its own training program

by noting the degree to which these experienced paraprofessionals and supervisors valued various components. While by no means an extensively detailed report the listing below does indicate which training activities are felt to be particularly important to the growth of a skilled paraprofessional.

Human Relations: There was overwhelming feeling that the various aspects of this component had proven most useful on the job. The acquisition of communications skills and the addition of personal confidence were joint benefits of this component.

1. Human Relations

Occupational Resource Center Skills: This unit was clearly felt to be the most valuable to the paraprofessionals on the job. The local institution should carefully build this component to reflect local needs and options, taking advantage of the strongest input possible. The skills learned in this area are those skills which will most directly free the professional from many supervisory activities, leaving more time available to pursue those activities for which that professional is specifically trained.

2. Occupational Resource Center Skills

General - School Organization and Procedures: A surprising majority of paraprofessionals and supervisors felt that this was definitely an important component of the training program.

3. General

Testing: While not ranked highly in terms of relative importance, many paraprofessionals and supervisors felt strongly that testing should be included in the program. Local needs will determine the necessity for inclusion of this component, as well as the extent of involvement in this area during a training program.

4. Testing

Clerical: A majority of respondees felt that the clerical skills unit was not particularly valuable in a relative sense and was not particularly important to their proficiency. Part of this reaction is due to the fact that many paraprofessionals already have clerical and/or secretarial

5. Clerical

skills prior to entering the training program. The needs of the local institution (job description of the paraprofessional, etc.) and the prior skills of trainees must be considered prior to incorporating this unit into the training program.

Other: Graphic arts, audiovisual and speech drew mixed evaluations, again depending upon prior skills and local needs. We would still recommend incorporation of these units into a local training program.

6. Other

CONCLUSION

A graphic breakdown of this training program is found on the following page. This indicates the approximate percentage of time allotted to each training program component. The local institution will be in a position to be able to shape its program to meet its own needs, depending upon its own ability to provide competent instructors and upon the specific strengths and weaknesses of trainees.

Generally, activities and methods of instruction should be varied throughout a day to avoid concentration of a particular mode on a given day. Frequent alternations between lecture, demonstration, discussion and practice will maintain excitement and interest during the training day. Clerical and audiovisual laboratories should open early and remain open at the end of the day to accommodate those trainees who desire special help in these two areas. Attention must be given by staff members to individual training problems and to personal questions as well.

This Title III Program involved trainees from diverse backgrounds throughout the state of Massachusetts, so this program would not be expected to exactly meet the needs of a specific community. If this outline serves as a general foundation for the building of a training program by your locality, this booklet

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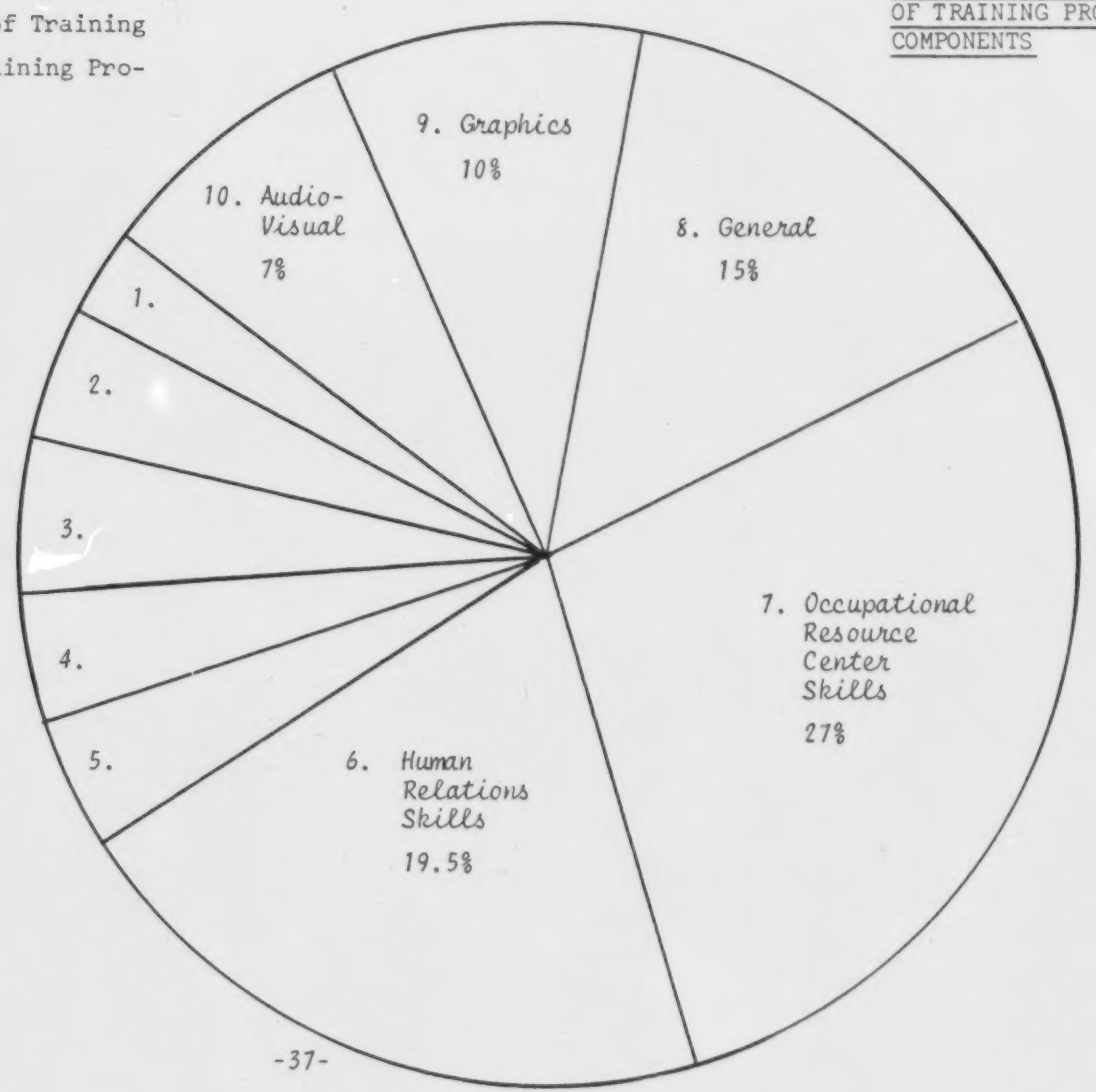
will have served its purpose.

Approximate percentages of Training Time Allotted in Each Training Program Component:

1. Orientation 2%
2. Evaluation 4.5%
3. Testing 5.5%
4. Clerical 4.5%
5. Speech 5%

GRAPHIC BREAKDOWN OF TRAINING PROGRAM COMPONENTS



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PROFICIENCY CHECKLIST

NAME _____

Clerical Skills

The paraprofessional is able to:

Level I	Checked by	Date
1. Type 30 words per minute.....	_____	_____
2. Cut and run stencil master.....	_____	_____
3. Cut and run ditto master.....	_____	_____
4. Operate calculating machine.....	_____	_____
5. Operate stopwatch and timer.....	_____	_____
6. Set up and maintain files.....	_____	_____
7. Record and index information from catalogs.....	_____	_____
8. Demonstrate standard telephone procedure....	_____	_____
Level II		
1. Originate letter requesting information, letters of inquiry for audio-visual catalogs and materials.....	_____	_____
2. Make surveys of student summer activities...	_____	_____
Level III		
1. Execute prepared follow-up of former clients.....	_____	_____
2. Telephone job sites, industries, for the possibility of field trips.....	_____	_____

Clerical Skills

Level I

II

III

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Level I

	Checked by	Date
The paraprofessional is able to operate and demonstrate:		
1. Reel-to-reel tape recorder	_____	_____
2. Cassette tape recorder.....	_____	_____
3. Record player.....	_____	_____
4. Filmstrip viewer	_____	_____
5. Sound filmstrip viewer.....	_____	_____
6. Head set	_____	_____
7. 16 mm sound film projector		
Manual.....	_____	_____
Automatic.....	_____	_____
8. Super 8 mm film cartridge projector.....	_____	_____
9. Carousel slide projector.....	_____	_____
10. Overhead projector.....	_____	_____

Level II

The paraprofessional is able to demonstrate how to:		
1. Splice 8 mm tape.....	_____	_____
2. Splice audio tape	_____	_____
3. Prepare an overhead transparency	_____	_____
4. Mount an overhead transparency	_____	_____
5. Operate Kodak Instamatic and 35 mm camera with copy stand and flash.....	_____	_____
6. Produce 35 mm slide presentation.....	_____	_____
7. Produce Super 8 mm movie presentation.....	_____	_____
8. Operate television camera and recorder.....	_____	_____

PROFICIENCY CHECKLIST, continued

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Graphic Skills — Checked by ____ Date ____ — Graphic Skills

The paraprofessional is able to describe and illustrate the basic principals of:

A. Lettering — Lettering

1. Basic proportion.....	_____	_____
2. Basic structure	_____	_____
a. Guidelines for top bar.....	_____	_____
b. Guidelines for middle bar.....	_____	_____
c. Guidelines for bottom bar	_____	_____
3. Width of letter members compared to height and width	_____	_____
4. Use of splint (small ruler for width of members)	_____	_____
5. Spacing between letters and members.....	_____	_____
6. Negative and positive space emphasis on letter	_____	_____

B. Layout — Layout

1. Division of space for poster or for bulletin boards.....	_____	_____
2. Sketch layout, figure:		
a. Division of space	_____	_____
b. Placement of letters.....	_____	_____
c. Placement of illustration.....	_____	_____
d. Color selection	_____	_____
3. Discussion of focal point and leading eye throughout the design by means of:		
a. Graphic symbol.....	_____	_____
b. Illustration.....	_____	_____
c. Color.....	_____	_____

PROFICIENCY CHECKLIST, continued

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C. Techniques — Checked by _____ Date _____

1. Demonstrate simple silkscreen process with tempering paint..... _____ _____
2. Demonstrate spray lettering..... _____ _____
3. Demonstrate stamp pad technique for printing design or lettering..... _____ _____
4. Demonstrate spray-crumble paper for eye catching design..... _____ _____
5. Demonstrate proper use of rubber cement and its application..... _____ _____
6. Demonstrate use of T-square and board for lettering..... _____ _____
7. Demonstrate paper weaving for optical illustration effects..... _____ _____

Occupational Resource Center Skills

Level I

1. Prepare for administration of standardized tests and inventories..... _____ _____
2. Assist in administration of group standardization inventories and tests..... _____ _____
3. Prepare announcements on information dissemination..... _____ _____
4. Remove outdated information from Occupational files..... _____ _____
5. Produce appropriate bulletin boards..... _____ _____
6. Explain use of Dictionary of Occupational Titles..... _____ _____
7. Locate information in occupational/educational files..... _____ _____
8. Complete application forms..... _____ _____
9. Be aware of policies and procedures of confidentiality of personal information..... _____ _____

PROFICIENCY CHECKLIST, continued

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		Checked by	
10.	Identify basic reference sources.....	_____	_____
11.	Order materials from catalogues.....	_____	_____
12.	Locate body of information in resource center	_____	_____

Level II

Level II

1.	Explain to teachers, students, and parents procedures of resource center.....	_____	_____
2.	Schedule preview and return materials.....	_____	_____
3.	Establish files of materials for student use.	_____	_____
4.	Prepare newsletters for students and faculty describing new materials of special events...	_____	_____
5.	Schedule college representatives' visits with students and parents.....	_____	_____
6.	Maintain list of occupational positions of former students.....	_____	_____

Level III

III

1.	Plot expectancy tables.....	_____	_____
2.	Make surveys of placement conditions and trends, in accordance with instructions established by the supervisor.....	_____	_____
3.	Use role playing techniques in preparation for clients' job inquiries and interviews....	_____	_____
4.	Act as discussion leader in job readiness programs covering these points:		
	a. Applicational blanks.....	_____	_____
	b. Interviews.....	_____	_____
	c. Placing and answering ads.....	_____	_____
	d. Social Security cards.....	_____	_____
5.	In orientation situations, explain the role and functions of the paraprofessional in the program.....	_____	_____

PROFICIENCY CHECKLIST, continued

		Checked by
6.	Interview potential employers, rating information for professionals and clients.....	_____
7.	Assist young people (clients) to obtain information on training and apprenticeship programs.....	_____

Introduction To Section II

This section contains a descriptive analysis of each of the operational occupational resource centers established under this Title III program. The descriptions themselves will be of significant value by illustrating the numerous ways in which centers are organized, what clients are served and how the services of the paraprofessional are utilized. In addition, the centers and the personnel associated with them are a valuable source of information and assistance. We urge you to contact them and to visit their centers.

The information compiled in this section was the result of a form that was distributed to each center in May 1974. Except for minor editorial corrections the descriptions are just as they were received by the project office; we have neither deleted nor added information. In cases where no information was received we have simply listed the location of the resource center and the name of the person in charge. We suggest that you contact them directly.

The descriptive information contained in this section, while both valuable and useful, does not do justice to the vast amount of time, thoughtful consideration and plain hard work that these paraprofessionals and supervisors have expended to make their centers truly effective learning devices. Any success that this program has had is in large part the result of their efforts.

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RESOURCE GUIDE TO

EXISTING OCCUPATIONAL RESOURCE

CENTERS IN MASSACHUSETTS

CENTER

ADAMS

Hoosac Valley Regional High School
Route 116
Adams, MA 01220

Contact: Richard Konopka
Tel: 413-743-5202

AMHERST

COORDINATING CENTER

Center for Instructional Development
East Street
Amherst, MA 01002

Tel: 413-256-8921

INSTITUTIONAL COMPOSITION

Enrollment:
Elem. - 1,981, Sec. - 1,653
Handicapped & Special Needs - 8%
Minority - 4%

PARAPROFESSIONALS AND SCHOOLS IN WHICH THEY ARE LOCATED

Ms. Maryanna Plourde
Marks Meadow Elementary
Tel: 413-549-1507

Ms. Elizabeth Kelly
Fort River Elementary
Tel: 413-253-9731

Ms. Mary Bleckwehl
Regional High School
Tel: 413-549-3710

PROFESSIONALS

Ms. Billie M. Howes and
Ms. Judith Brick
Center for Instructional Development

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AMHERST

Description of Community

Amherst is a medium sized, suburban-type community with a permanent resident population of approximately 14,000. This population is supplemented by approximately 25,000 students attending the University of Massachusetts, Amherst College and Hampshire College. The town is primarily middle and upper middle class in economic nature, with the bulk of the community income derived from professional, educationally oriented and agriculturally based occupations.

Objectives of ORC

The four occupational resource centers in the Amherst Public Elementary schools operate as a component of the instructional material centers of four elementary facilities. It is the responsibility of the library staff to integrate and publicize these materials within the basic curriculum studies of each school. For example, social studies and health have units built specifically around selected occupational materials.

The two occupational resource centers in the secondary schools are located in the junior high and senior high school buildings. At this level a main thrust of the occupational materials is support of two career awareness courses offered for academic credit. At the junior high an elective social studies is offered titled "The World of Work". In the senior high the English department offers a course titled "Occupational Search". The occupational materials in the junior high are housed in the instructional materials center. In the senior high they are found in the guidance suite.

ATTLEBORO

CENTER	PARAPROFESSIONAL
Resource Center Attleboro Comprehensive H.S. Rathbun-Willard Drive Attleboro, Mass. 02703 (617-222-5150)	Ms. Barbara Churchill Guidance Assistant for Occupational and Career Choices

INSTITUTIONAL COMPOSITION

Grades 9-12
Students - 2,222
(M) - 1,151
(F) - 1,071
Handicapped - 74
Spec. Students - 23
Minority - 16
LA - 30

PROFESSIONAL

Mr. James Zmudsky
Supervisor of Guidance
Attleboro Comprehensive High School

Description of Community

Attleboro is an industrial based community of 32,000; over 99% of the population is Caucasian. The community encompasses 27.51 square miles and is located 12 miles north of Providence, R.I. on Interstate 95. The local industry is predominately jewelry oriented and precision type production with a few large firms and numerous small facilities.

Objectives of ORC

GOALS: 1. To develop, maintain and supervise an Occupational and Career Resource area in the Attleboro High School Resource Center for use by the entire student population.

2. To assist the professional staff in the administration of existing programs and in the development of new programs in the areas of occupational information and career education.

PERFORMANCE OBJECTIVES:

1. Will review and recommend career education materials for use in the center.
2. Will maintain a file of up-to-date available materials in the area of career information.
3. Will identify and develop a library of local career opportunities.
4. Will present the resources and programs of the Center to students, counselors, school staff, parents and community.
5. Will promote the effective use of these resources.
6. Will assist students, counselors, school staff and parents in the use of the center.

7. Will provide information to students in the occupational area majors.
8. Will assist in administration of occupational interest scales.
9. Will assist in the operation of the Work Study Program.
10. Will assist counselors with career surveys (a) Student career interest surveys (b) Community job opportunity surveys (c) Post-high school student occupational surveys.
11. Will assist in design and development of mini-workshops for staff in area of occupational and career information.
12. Will assist guidance staff in developing CE program.
13. Will assist teaching staff in integrating CE into their subject area.
14. Will assist counselors and teachers in developing CE models for each of the disciplines.
15. Will assist teachers in developing a CE information program for exceptional students.

Paraprofessional's Role

TITLE: Guidance Assistant for Occupational and Career Resources

QUALIFICATIONS:

1. A demonstrated ability to:
   (a) Work without direct supervision
   (b) Review and evaluate occupational and career resources
   (c) Organize and present resources and programs.
   (d) Work effectively with students, counselors, school staff and parents.
2. High school diploma plus relevant experience.
3. Participation in paraprofessional training when available.

REPORTS TO: Supervisor of Guidance and High School Principal.

JOB GOAL:

1. To develop, maintain, and supervise an Occupational and Career Resource area in the Attleboro High School Resource Center for use by the entire student population
2. To assist the professional staff in the administration of existing programs and in the development of new programs in the areas of occupational information and CE.

PERFORMANCE RESPONSIBILITIES: (See Performance Objectives, previously listed) ATTLEBORO

Narrative Re Present State of Program

The Occupational and Career Resource Center (OCRC) is located in the Resource Center complex; it is contained in a well-defined but open area on the main floor of the complex. The shelving, desk and auxiliary furniture are more than adequate. In addition to the $500 invested by Amherst during 1973-1974, the Attleboro School Department has purchased $5,000 worth of soft-ware for the OCRC. The Center and the concept of CE have priority throughout the system.

The major thrust of the program during 1973-1974 has been Ms. Churchill's counseling with individual students; an average day includes 10 such consultations. Most students are referred to the Center by their counselors and teachers, but some come motivated by their own need to explore. Each student consultation begins "where the student is in his search". However, a complete career work-up begins with a Kuder Profile and Temperament checklist, then moves through the Occupational View Deck to the briefs and other in-depth references as well as the Post-secondary School Directories and college catalogues. Either during or at the end of such a work-up the students are sent back to their counselor who works through the decision-making process with them. Invitations have been sent to parents to take part in this program; a few have come in with their children.

In addition to dialoging with individual students, Ms. Churchill works with faculty members designing mini-units of career exploration or preparation as part of their curriculum. As the unit is in process she functions as a resource person to the classes as they use the center's resources. Seven classes have been involved this year. During August, Ms. Churchill will be a part of a workshop during which a major program of CE will be designed with and for the Science Department.

Another facet of the program is the on-going series of "Career Conferences", tours and participation in special events outside of school. Approximately 36 community based people (including Boston and Providence) have come in

during 1973-1974 to dialogue with classes and small groups about their "jobs and life-styles". The Center's resources are used for pre-work and follow-up exploration. Small groups have gone to the hospital and local industries for a closer look at the jobs available.

The resources of the Center and Ms. Churchill are available to the staffs of the Middle Schools. Materials have been loaned to them and a class has come to the Center to work on a career unit. Post-graduates of AHS have become aware of the Center and made use of its resources. Likewise, parents and members of the community have been included in orientation programs and encouraged to consider the Center their resource as well as the students.

Ms. Churchill is an integrated and fully accepted member of the Guidance department, participating in department meetings and working with the Supervisor of Guidance on special programs such as S.A.T. Review classes. She is part of the guidance team that works with the Master Schedule during student course selection periods. She also meets regularly with the faculty and Community Advisory Committee of the Vocational Programs. She has an excellent working relationship with members of the Resource Center and Personnel Association. The resources and programs of the Occupational and Career Resource Center are described by her in the monthly Guidance Newsletter, sent to parents and other appropriate members of the community.

Beginning June 1974, Ms. Churchill became part of the on-going Work Study Program. Details have not been finalized, but she will probably become the School-Employer liaison and contribute to the small group sessions around career development and the work ethic.

Visitation Policy

Middle School counselors, teachers and students have been given an orientation to the Center and are encouraged to come in and use the resources. Likewise, post-graduates, parents and members of the community have toured the Center, met with Ms. Churchill and used the facility.

Visitors are welcome anytime during the school day at the Attleboro

High School. They are requested to sign in at the Main Office and are encouraged to call Ms. Churchill prior to their visit, as she is not always available in the center.

ATTLEBORO

BOSTON

CENTER

United South End Settlement
20 Union Park
Boston, MA 02118
Contact: Robert Fortes or Albert Boer
Tel: 617-536-8062

CONCORD

CENTER

Career Resource Center
Concord-Carlisle High School
500 Walden Street
Concord, MA 01742

Tel: 617-369-9500

PARAPROFESSIONAL

Ms. Diane Parker
Supervisor, Career Resource Center
Concord-Carlisle High School

Tel: 617-369-9500

INSTITUTIONAL COMPOSITION

Grades 9 through 12
Enrollment: 1750
M - 49%, F - 51%
Minority - 1.5%
Handicapped - less than 1%

PROFESSIONALS

Mr. Henry Damon, Chairman,
Guidance Department
Ms. Betty Gurley, Librarian
Concord-Carlisle High School

Located about twenty miles west of Boston, Concord and Carlisle are outstanding

Description of Community

communities that reflect not only the American Revolution and the "shot heard around the world", but also a whole literary development in America which includes such names as Alcott, Emerson, Hawthorne and Thoreau. Homes standing during the Revolution still line the streets of Concord and Carlisle. More than 21,000 residents are served by an outstanding educational program which annually sends over seventy percent of its graduates into higher education. The many historical, cultural, and educational assets of the area make Concord and Carlisle attractive towns in which to live. In both communities a high percentage of the populations are employed in professional occupations, and median income levels are among the highest in the state. A rural character is still apparent in both Concord and Carlisle and there are numerous truck and some dairy farmers. Local industry is limited and largely light in nature. Tourism is a significant business, especially in Concord.

Objectives of the ORC Program

1. To provide information, using a variety of media, to help students explore occupational and educational decisions.

2. To provide an informal setting where students can interact with materials with the assistance of a trained supervisor.

3. To provide services to teachers and counselors by providing resources and ideas about integrating occupational awareness with academic disciplines.

Paraprofessional's Role

The paraprofessional's role is one of supervisor, administrator, counselor, librarian, teacher, tutor and secretary. During the 1973-74 school year, the Career Resource Center was located in a large room separate from any department. For the most part, the Resource Center is an independent operation with consulting help from the librarian and the chairman of the Counseling Department. The paraprofessional's duties fall into three major categories: Clerical, Librarian and Counselor. Because the paraprofessional's training included a masters degree in counseling, she was able to expand the counseling and administrative functions of her job. Part way through the year, two parent volunteers helped with the time consuming library duties. See Narrative Re Present State of Program for a description of services and total implication.

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During the 1973-74 school year, the CRC was located in a good sized classroom and gradually developed as a 'place' where students were welcome at any time. In May, due to renovations within the school, it was necessary to pack the entire Center into boxes where it will remain until fall of 1974. As far as anyone knows now, the Center will occupy a classroom for the duration of the 1974-75 year. At the end of this time, the CRC will be a Resource Area housed within and serviced by the new Library.

A. Information Provided: Presently, the resources that now exist and are in the building stage are information on: Colleges (separated into four year, two year and community), specialized schools (separated into separate fields such as art, business, secretarial, technical, aeronautical, culinary, fashion design, health related, nursing, etc.), Prep schools, armed services, alternative schools, foreign work/travel, study, financial assistance, occupations, and life values (dating, marriage, drugs, smoking, alcohol, leadership, etc.).

B. Diverse Media Needed to Make Information Appealing: A variety of media in these areasof information is available since reading a catalogue or monograph does not appeal to everyone. A student exploring colleges can make use of reference books, catalogues, handouts, the College View Deck or the computer-based Guidance Information System. By the same token, a student interested in airline occupations could approach it by reading a section in the Occupational Outlook Handbook, pulling out an occupational file on the subject, taking home a non-fiction book on airline careers, browsing through the newly arrived 1973-74 Airline Guide to Stewardess and Steward Careers or viewing a film-strip cassette unit on jobs in transportation.

C. Services Provided to Students: The CRC is an appropriate place to provice services individually or to groups. Daily during every block, there are students who have come alone, in pairs and in groups to use the Center. Many students like to come in after school while others ask to take materials home. In December and May, a group of students used the computer based Guidance Information System daily. The GIS provided instantaneous access to information on four-year colleges, two-year colleges, occupations and scholarships. Interest inventories such as the Self Directed Search have been used with students individually and hopefully will be incorporated into some group work. Goals for this year included workshops that can service groups of students. A workshop for juniors on post-secondary planning was presented by Roger Viens, counselor,

in conjunction with the CRC. Another service offered will be workshops focused on the World of Work. Each month the Center will host speakers, display materials, and show movies dealing with career opportunities related to a specific subject. Mary Lou Mitchell, counselor, introduced this concept to the Math Department and worked with the CRC in putting on the first occupational workshop.

D. Services Provided to Teachers: The CRC is serving teachers by providing material for use in the classroom. Mary Ann Salvatoriello is using the audio-visual unit with student workbooks on the World of Work in a special education class. Karen Bushey and Fred McAuley's Language Usage Class not only spent part of their class time in the Center, but also will use a tape series on Getting a Job in their classroom. Arda Boucher has been helping her Home Economics Class to explore occupations in the CRC and students from Bev Howard's English Class have been in to research one of their homework assignments. A brief introduction to the CRC was presented to the total staff at a faculty meeting. The response has been positive and numerous individual staff members have been seeking information.

E. Services to the Community: Many former Concord-Carlisle High students have found their way to the CRC and are enthusiastic that such a place now exists. The CRC is in the beginning stages of reaching out to the community. Bernie Jenkins brought the women in her WOW workshop to see the Center. Contact has been made with the Place and hopefully activities can be coordinated with Widening Horizons and other groups within the community.

Visitation Policy

The CRC has welcomed visitors throughout the year and will continue to do so on an appointment basis. Visitors should call the high school Counseling Department and ask for Miss Parker.

EASTON

CENTER

Occupational Resource Center
Easton Junior High School
Columbus Avenue
North Easton, MA 02356

Contact: Mrs. Betty Verity

Tel: 617-238-4316

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CENTER

Occupational Resource Center
Falmouth High School
874 Gifford Street
Falmouth, MA 02540

PARAPROFESSIONAL

Harryette L. Alexander, Coordinator
Occupational Resource Center
Falmouth High School

Tel: 617-540-2200

INSTITUTIONAL COMPOSITION

Grades 9 through 12
Enrollment - 1561
M - 719, F - 842
Non-English-speaking - 4
Handicapped - 123

PROFESSIONAL

Carrie B. Saunders
Head Counselor
Falmouth High School

Tel: 617-540-2200

Description of Community

The town of Falmouth is located on the southwest shoulder of Cape Cod and is composed of eight villages...Falmouth, E. Falmouth, Hatchville, No. Falmouth, Teaticked, Waquoit, W. Falmouth and Woods Hole. While some farming and fishing are still carried on and light industry is increasing, the heart of the economy is tourism, which swells the winter population of 20,000 to over 50,000 in the summer months. Another source of employment is the scientific complex in Woods Hole, composed of the Woods Hole Oceanographic Institution, the Marine Biological Laboratories and the Federal Bureau of Fisheries.

Objectives of the ORC Program

The Guidance Department hopes to achieve the following objectives:

1. To better acquaint a greater number of individuals with the vast opportunities available in the World of Work and education.
   a. Part time, full time jobs
   b. Schools for training
   c. Apprenticeship training; on-the-job training.
2. To help students find direction by:
   a. Counseling
   b. Guidance
   c. Preparation
   d. Exploration

FALMOUTH

Paraprofessional's Role

To work with counselors and Curriculum Coordinator for Career Education to develop, maintain and coordinate the Occupational/Educational Resource Center. Accountable to the Head Counselor for performance of assigned responsibilities.

Major Responsibilities include:

1. Occupational and Educational planning.
2. Dissemination of Occupational and Educational materials.
3. Occupational Testing and Surveying.
4. Staff resource for Occupational Information.
5. Occupational Placement, part and full time.
6. Occupational Placement Research.
7. Public Relations.

Narrative Re Present State of Program

To date the program is functioning well. We believe it to have served its purpose in this first year of operation. The location is conducive to attracting a cross section of the student body as well as teachers whose work areas surround it. Major activities have been: World of Work Week, Career Fair, Military Careers Fair, setting for students to meet with college representatives and with resource people from the local area. Clients served by the Center cover a range from 9th graders to post-graduates and from adults to service men and the elderly.

Visitation Policy

The Center is open to and welcomes visitors from other communities and school systems. To date it has not been necessary to set a policy relative to days and time of visits. If, however, we find that this takes away from our daily tasks we would look into this further.

FRAMINGHAM

CENTER	PARAPROFESSIONAL
Career Education Curriculum Coordination Center Joseph P. Keefe Regional Vocational-Technical School	Ms. Jo-Anne M. Guiel, CE Resource Teacher Joseph P. Keefe Regional Vocational-Technical School (address next page...)

750 Winter Street
Framingham, MA 01701

750 Winter Street
Framingham, MA 01701

Tel: 617-879-5400

INSTITUTIONAL COMPOSITION

Grades 9 through 12
Enrollment - 874
M - 677, F - 197
Special Needs Students - 105
Hearing Impaired - 31
Satallite Students - 38
(Special Program for drop-out students)

PROFESSIONAL

Mr. John A. Westcott
Pre-Vocational, Satellite, and CE Curriculum Coordinator.

Tel: 617-879-5400

Description of Community

Keefe Tech. serves 34 schools (K - 12) from the feeder schools from the towns of Framingham, Ashland, Holliston, and Hopkinton. Population of the 4-town district exceeds 100,000 people. The area is basically middle class. There is much industry in the area: i.e., General Motors, Dennison, General Electric, Honywell Computers, Perini Corporation and Construction-Perini has just been awarded a contract in the Construction of the Alaskan Pipe-line.

Paraprofessional's Responsibilities and Objectives

The Paraprofessional's position for the coming year (1974-75) has been upgraded to that of Career Education Resource Teacher. Her responsibilities will include:

1. Writing of a CE curriculum for the Pre-Vocational Program during the summer of 1974.
2. Monitoring, on an individual basis, 9th grade and Special Needs Students in the Singer Vocational Evaluation Units.
3. Expanding the Field Trip Guide which she put together this year.
4. Collecting, categorizing and logging CE materials (both professional and student) into one physical area - Room 103. (This past year the materials were mostly scattered throughout the building.)

5. Begin feeding CE materials into the elementary, middle and senior high schools within the district.

FRAMINGHAM

6. Continue to work with in-house teachers in developing Career Education study units within their particular subject areas.

7. Continue working closely with Guidance in the decision making process of which Vocational Program the student will choose in the 10th Grade.

8. Work with the school and the Chamber of Commerce in preparation for our Second Annual Career Fair.

Visitation Policy

Please contact Ms. Guiel at least one week in advance. (School Telephone: 617-879-5400.)

GLOUCESTER,

Center # 1

1. FULLER MIDDLE SCHOOL

CENTER

Occupational Resource Center
Fuller Middle School
Blackburn Circle
Gloucester, MA 01930

PARAPROFESSIONAL

Mrs. Anna Parsons, Guidance Aide
Fuller Middle School
Blackburn Circle
Gloucester, MA 01930

Tel: 617-281-2870, Ext. 240

INSTITUTIONAL COMPOSITION

Enrollment - 1,000 (approx.)
Grades 6 and 7

PROFESSIONAL

Leon C. Sprague, Jr.
Coordinator, Career Guidance
O'Maley Middle School
Gloucester, MA 01930

Tel: 617-281-2870, Ext. 317

Description of Community

Gloucester is a community of 26,000 incorporating mainly fishing, recreational and small industry. The socio-economic level is moderate to low income.

The goal of the ORC is to introduce students to as many occupations as possible, to alert them to the necessary subject matter important to each occupation and to point out the good and bad features of said occupations.

Early in the school year questionnaires were sent to all students at Fuller School in order to compile the areas of general vocational interest. Questionnaires were also sent home via the students for parents who might be interested in sharing their knowledge with the students in class groups.

Speakers were obtained for many of these subjects. Mr. Frank Farrenkopf, head of the Science Department offered access to the students in his classes. (This meant access to all Fuller students.) It was decided to concentrate on science related occupations.

First a film - Bright Future, which illustrates the profession of Dental Hygiene,was shown. This was via the girl's gym classes (reaching 200 girls). Mrs. Janet Leanos, the school Dental Hygienist was present to answer questions.

A film, Without Warning, was shown to 100 students via the Science classes. This color film tells the story of disaster and the dedicated people who serve those who need help. It covers an enormous range of important career opportunities, mainly those in the health professions.

During the month of March, two weeks of Science Career Days were held. Some of the audiences were large enough to use the auditorium. Others made use of the A/V section of the library. The following speakers participated:

-Dr. Leonard Letendre - local Veterinarian - (this was the year's most popular subject) who showed a beautiful film followed by a question and answer period.

-Jerry Topinka, from U. Mass Station at Lanesville, who spoke on Oceanography.

-Mrs. Kathleen Cafasso - Pharmacist

-Miss Marny Williams - Dentistry (a D.D.S.)

-Mr. Frank Koditek - Plastics Engineer from B. F. Goodrich Co.

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-Dr. Perry Lane - Food Technology - National Marine Fisheries

-Dr. Robert Hanks - Conservation - National Marine Fisheries

-Mrs. H. Claire Chaffee, R.N. - Director of School for Practical Nurses at Addison Gilbert Hospital. (Mrs. Chaffee allowed 38 girls to visit. She spoke of all the hospital related occupations, gave their requirements and answered all questions regarding schools, qualifications, pay, good and bad points of the job. Her nursing students took Fuller girls on tour of the training school, the hospital and climaxed the visit with an invitation to supper in the nurses' dining room.)

Other Activities:

-The first two months a large amount of time was spent assisting students with their schedules.
-Folders were checked and filed.
-Numerous transfers were sent and records requested.
-Questionnaires were prepared for Occupational Interests Survey.
-Bulletin Boards for each month were prepared.
-Letters were sent inviting speakers.
-Thank you letters were written to speakers.
-Typing was done for Guidance Staff.
-Helped with the budget.
-Assembled test materials.
-Checked completed tests.
-Served as receptionist.
-Chaperoned a trip to M.I.T. with an English class.
-Chaperoned a trip to Essex Aggie.
-Chaperoned a trip to the Addison Gilbert Hospital.
-Participated in National Library Week with a working display.
-Administered some Kuder General Interest Tests.
-Attended all faculty meetings.
-Attended Guidance meetings.
-Set up student interviews for Mr. Sprague.
-Helped Mrs. Woods' (Home Economics) activity programs.
-Attended Cape Ann Chamber of Commerce Career Institute.
-Made myself useful as possible in all areas.

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-Devoted much time to talking with students who are in the Guidance Office waiting to see their counselor - plus did supplementary daily counseling throughout the year for three students at the request of the Guidance Counselors.

2. O'MALEY MIDDLE SCHOOL

CENTER

Occupational Resource Center
O'Maley Middle School
353 Washington Street
Gloucester, MA 01930

PARAPROFESSIONAL

Ms. Ellen Crane
Guidance Aide
O'Maley Middle School
Tel: 617-281-2870

INSTITUTIONAL COMPOSITION

Grades 7, 8 and 9
Enrollment - 1041
Minority - 3
Handicapped - 89

PROFESSIONAL

Leon C. Sprague, Jr.
Coordinator of Career Guidance
O'Maley Middle School
Tel: 617-281-2870, Ext. 317

Gloucester is a community of 26,000: mainly fishing, recreational and small industry. The socio-economic level is moderate to low income.

Description of Community

To set up Resource Center and to expose students to various careers.

Objectives of ORC

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E. Crane's Report from September '73 to May '74.

- First Half of School Year -

-Helped counselors with students' schedules.
-Ordered occupational material and equipment.
-Wrote for films and free written occupational information.
-Set up office.
-Talked with 9th Graders about their careers and the courses they should take in high school which related to their futures.
-Gave interest inventories to all students.

- Second Half of School Year -

-Held preview showings of filmstrips for teachers.
-Distributed occupational materials to classrooms.
-Showed filmstrips to classes.
-Showed 12 16mm films within classes and during special showings.
-Had a guest speaker talk in the auditorium to 50 or 60 students about computer programming.
-Met with groups of students with special interests. (Two groups from power mechanics, two groups with an interest in being Chefs. One chefs group was followed up with a smorgasbord.)
-Made arrangements for a music teacher to bring a female folksinger, Dale Stanley, for a concert in May.
-Did photographic studies on (1) Gloucester Fishermen and (2) Women of Cape Ann. Hopefully these studies will be arranged so that they may be used in the classroom.
-Arrangements are now being made for local musicians to come into music classes, and for an airline stewardess and a model to visit special groups.

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GREENFIELD

Center # 1

1. FRANKLIN COUNTY HOUSE OF CORRECTION
Elm Street
Greenfield, MA 01301
Contact: Chester Martin, Sheriff
Tel: 413-774-4014

GREENFIELD

Center # 2

CENTER #2

Occupational Education Resource Center
Greenfield High School
Lenox Avenue
Greenfield, MA 01301

PARAPROFESSIONAL

Ms. Betty Vickowski
Occupational Education Resource Center Director
Greenfield High School
Tel: 413-773-3639

PROFESSIONAL

William Cassidy, Librarian
Greenfield High School

INSTITUTIONAL COMPOSITION

Grades 10 through 12
Enrollment - 950
M - 450, F - 500
Minority - 120
Handicapped - 52

Description of Community

Suburban, middle class community of 18,000 located in the center of Franklin County. Major economic base, machine trades; however, since Greenfield is the County Seat it serves as a shopping magnet for approximately 75,000. Therefore, mercantile economy is high. Also, tourism is a strong supplement.

Objectives of the ORC Program

A. To maintain a viable, current, accessible software collection in the Resource Center.
B. Paraprofessional to serve as a media specialist for the hardware assigned

to the Resource Center.

C. Paraprofessional to influence student and faculty use of the Center by active involvement in CE curriculum development.

D. Paraprofessional to serve as a resource person in any career development programs - both as trainer and as a direct resource.

Paraprofessional's Role

Working under the direct supervision of the Librarian, the paraprofessional works within the contractual framework of a teacher aide. The paraprofessional has complete charge of the O Ed RC. She is responsible for all hard and soft ware maintenance and updating. She instructs and guides staff and students in the utilization of the resource room and its materials. She works with and through the Guidance Staff in the dissemination of occupational information. Her working day is geared to the total media room with enough flexibility to currently provide service in all areas.

Narrative Re Present State of Program

The facilities presently used are adequate, but somewhat limited. The advantage of having the Center located adjacent to the library facilitates the coverage of the Center by the paraprofessional. However, the Center is located too far from the Guidance wing to maintain an effective liaison. This may be corrected in the new building renovations.

As yet, not enough teachers are making use of the facilities, however, there are encouraging signs that our academic core teachers (English, Social Studies) are beginning to make use of the paraprofessional and the Center.

The heaviest volume of users comes from the urgings of the Guidance and D.E. Staff. However, a new program in next year's curriculum, Career Placement, may improve the situation.

Visitation Policy

Any time during the school day. Secure permission of administration to visit the area.

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GREAT BARRINGTON

CENTER

Searles Middle School
Bridge Street
Great Barrington, MA 01230
Contact: Ms. Catherine Mielke

Tel: 413-528-3346

HADLEY

CENTER

Occupational Resource Center
Hopkins Academy
Russell Street
Hadley, MA. 01035

INSTITUTIONAL COMPOSITION

Grades 7 through 12
Enrollment - 326
M - 45%, F - 55%
Minority Students - 2
Handicapped - 5%

PARAPROFESSIONAL

Mary Jekanowski, Paraprofessional
Career Counselor
Hopkins Academy

Tel: 413-584-1106

PROFESSIONAL

Ms. Edna Burke
Director of Guidance
Hopkins Academy

Tel: 413-584-1106

Description of Community

Hadley is located in the Connecticut Valley between Amherst and Northampton. It is a rural-agricultural community. The population of 3,850 derives its income mainly through small business or agriculture.

Objectives of the ORC Program

1. The primary aim is to increase the awareness of the students of vocational and occupational information and to assist both students and adults with career choices and subsequent employment.

2. To insure that all seniors have necessary information to choose either vocational school, entrance into work or college.

3. To meet with all juniors to find out 'where they are' in terms of vocational decisions.

4. To introduce any new vocational materials (usually via the classroom) in order to insure their usage.

5. To work at intensified level with junior high students to help clarify their concepts of vocations and make necessary decisions about high school courses.

6. To provide necessary information, materials and ideas for teachers who wish to incorporate CE lessons in their classrooms.

Paraprofessional's Role

"I have worked under the Director of Guidance, who has treated me as a professional, giving me almost complete run of the Center. The Center is run as part of the Guidance Department and is located right next to the Guidance Director's office. As assigned duties were really negligible - I was given a great deal of freedom. I was expected to give out CE information to all students - to help seniors plan on the occupations and corresponding schools they would attend. Initially, I was expected to order materials for establishing the Center and send out for numerous leaflets for the Center. I also have done a lot of in-class orientation with new materials and worked as a support person for their continued use by teachers."

Narrative Re Present State of Program

The ORC is located directly across from the Guidance Director's office, in a small room containing a number of desks, chairs and shelves full of college catalogues. The Center is run not only as a Career Resource Center, but also as a general counseling area; a place where the students can just come and sit down and talk about anything on their minds. College counseling is also carried on in the Center, as this is where the college catalogues and reference books are kept. College and career school representatives are received here, and the Center is also actively involved in finding speakers from various occupations in which students have voiced an interest in learning

HADLEY

more about. The Center is also involved in interest vocational testing, such as the Armed Service Vocations Battery and the Kuder. Paraprofessional is also responsible for making arrangements for Career Days, sponsored by the Northampton Chamber of Commerce, and in addition has organized various field trips to vocational schools and colleges during the year. Appointments for each junior were scheduled and much classroom work was done with the junior high.

The people using the Center regularly were mostly juniors and seniors. Some work was done with post-graduates although this was only on an individual's own request.

The ORC was operated as an integral part of the guidance structure rather than being closely tied to the classroom. Material was available for classroom work, although any classroom activities were primarily conducted by the paraprofessional rather than the teachers.

HOLDEN

CENTER

Occupational Resource Center
Wachusett Regional High School
1401 Main Street
Holden, MA 01520

Tel: 617-829-5444

PARAPROFESSIONAL

Ms. Marcia S. Hastbacka
Occupational Resource Center Coordinator
Wachusett Regional High School

Tel: 617-829-5444

INSTITUTIONAL COMPOSITION

Grades 9 through 12
Enrollment - 1955
M - 51.1%, F - 48.9%
Minority - less than 1%
Handicapped - 2.5%

PROFESSIONAL

Mr. Henry S. Miles, Director of Guidance
Wachusett Regional High School

Tel: 617-829-5444

Description of Community

The Wachusett Regional School District is made up of the residential, suburban and rural communities of Holden, Paxton, Princeton, Rutland and Sterling. (Total population of the five towns is over 26,000.) A large percentage of the

residents hold managerial, professional and executive positions. The location is north of Worcester, an industrial city of 160,000.

Objectives of the ORC Program

The main objective of the ORC is to provide vocational and occupational information to assist young people and adults more readily with career choices and subsequent employment. By using all types of material - occupational briefs, filmstrips, career tapes, career inventories, speakers - students are encouraged to explore various career choices.

Paraprofessional's Role

The paraprofessional has two roles at Wachusett Regional - one as Coordinator in the ORC, and the other as 3-R secretary.

As ORC coordinator, the paraprofessional:

1. develops, plans and maintains the Center and is responsible for reviewing and ordering all materials used in the Center.

2. Assist students and other clients in using all the materials and equipment located in the Center.

3. Assists counselors in obtaining various materials for them, handing out information and referring students to counselors - also assists counselors by administering career inventories.

4. Directs teachers to various materials for use in the classroom.

5. Arranges for visits by members of the community to discuss their careers with interested students.

As 3-R Secretary, the paraprofessional: (3-R explained in following narrative)

1. Interviews all students interested in the 3-R Program and handles all placement with sponsors.

2. Contacts the Sponsor periodically to check on the student's progress. (Some visitation is involved.)

3. Reviews the Sponsors' evaluations and students' written reports with the student and Advisor.

4. Generally, coordinates the 3-R Program between the student, Sponsor and Advisor.

HOLDEN

Narrative Re Present State of Program

The ORC is located in a large glassed-in area (commonly known as the 3-R Office) - very visible to most students. They are encouraged to come in on a walk-in basis to use the facilities. In addition to the occupational briefs, filmstrips and tapes we have many college catalogues, reference books and a Job Bank which they can use. Students of all grade levels are coming in for aid.

It is difficult to estimate the number of clients served by the Program. Well over 100 students have been administered career inventories (the Occupational View Deck) and from that they have on their own explored the various briefs and other materials. Several teachers have allowed students to earn extra credit by writing a paper on a career which interests them. This has been fairly successful. The faculty is also using many of the filmstrips (particularly the ones dealing with job attitudes and self-awareness) with much success.

The two programs which originate from the ORC are the Work-Study and the 3-R Programs. Work-Study is designed to give young men and women (16 and over) who are enrolled in the non-college preparatory course of study, the opportunity to gain experience in occupational fields for which they have expressed an interest. This program is administered by David Kraner, Occupational Counselor. The 3-R Program allows any Senior to spend one day per week in the community in an apprenticeship for no pay, where they learn and/or serve in a possible future career. This year over 135 students participated in the program. Mrs. Hastbacka acts as 3-R Secretary, handling all placement and generally coordinates the program. There are over 200 students involved in a 'hands-on' career exploration between these two programs.

Visitation Policy

We welcome any outside agencies to visit the Resource Center. The hours are Monday through Friday, 8:00 A.M. to 3:00 P.M.

HOLYOKE

CENTER

Jackson Parkway Teen Center

Contact: Ms. Ethel Haley
18 Jackson Parkway
Holyoke, MA 01040

Tel: 413-533-5225

HUNTINGTON

CENTER

Occupational Resource Center
Gateway Regional High School
Littleville Road
Huntington, MA 01050

Tel: 413-667-5767

PARAPROFESSIONAL

Ms. Judith K. Syron
Guidance Assistant and Occupational
Resource Center Coordinator
Gateway Regional High/Middle Schools
Littleville Road

Tel: 413-667-5767

PROFESSIONAL

Margeurite Stone, Director
Guidance Department
Gateway Regional High School

Tel: 413-667-5767

INSTITUTIONAL COMPOSITION

Enrollment:
High School - 450+
Middle School - 600+
No racial minorities, though over 20% of student body on welfare (poverty level very high)
Handicapped - 10% (emotional, physical, mental)

Description of Community

The Gateway District is comprised of seven hilltowns and covers over 250 square miles in the Berkshires of Western Massachusetts. Total population of 6,309

(996 Senior Citizens) includes over 1,800 students in grades K through 12. Unemployment rate is estimated at 18%. Employment opportunities are one of the district's major problems. Community income depends upon those employed, (approximately 1,800 adults are paid workers). Some of the towns have property owned by wealthy part-time residents whose taxes support the area.

Objectives of the ORC Program

1. Expose students to the world of occupations and enlarge their perspective of the working world. Being a rural community, our students have a limited opportunity to observe and be aware of the business world.

2. Assist teachers with obtaining information and materials they may be able to use in their classes.

3. Bring in working resource people to give first hand information about their occupations.

4. Bring in personnel management from different businesses to acquaint students with the opportunities in these businesses and with the qualifications job-seekers need to possess to be considered for employment.

5. Run Career Days.

6. Possibly assist in implementing some kind of career education programs. ....Has not yet been decided.

All correspondence, filing, ordering, ...anything relating to the ORC is handled by the paraprofessional.

Paraprofessional's Role

Paraprofessional is member of the Guidance Department. Role, duties, etc.: resource on career information, contacts with business, etc., complete responsibility for organization and dissemination of occupational materials. Almost completely independently operating officially under the jurisdiction of the Guidance Department.

Narrative Re State of the Program

1. We have just completed the 8th grade orientation to ORC and surveyed them. (In order to be sure the freshman class of 1974-75 would feel free to

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use the facilities and information of the ORC I had all eight grades visit the ORC during their orientation to the high school. Explained about it, and surveyed all of them for their interests, vocational choice if any, etc....I have recorded all of this material so that next year I will have some individual knowledge about each freshman.)

2. Refer to section above labeled Objectives of the Occupational Resource Center.

3. The ORC is presently a room located between the Middle School Guidance Offices in a hallway that enters into the library, (Learning Resource Center). Materials in the ORC are available to students in all grades (5 through 12) on a check-out basis. Much of the ORC time has been spent with High School Seniors in writing resumes, job interview preparation, etc..

4. Many of the programs I had planned this year or objectives I had planned to meet were stalled because of certain physical inconveniences I encountered. Sharing office space with four other people put a stop to many students coming in to the ORC. This will hopefully be changed at the beginning of next year, September, 1974. (Before these inconveniences, I had had personal visitors from the business world come in to the school to meet with and present programs for interested students. We also had a Military Career Day.)

5. In relationship to other school/agency programs, this ORC serves as a resource for almost anyone. If I have information, I share it. That seems to be the basic philosophy that has developed. (To date, three community residents have used it, and teachers have used some information for personal use.

6. Types and numbers of clients: Students and teachers from grades five through twelve....academic students, work-oriented students...and some younger students are the most frequent visitors. The younger student, (not exactly turn-off, but dislikes school or finds learning difficult), enjoys the ORC because of the lack of pressure. These students are usually 'hands-on-oriented' and enjoy the film strips and tapes on certain occupations (mechanics, etc.). As to numbers of clients I am not sure. Percentage is still relatively low - approximately 15 to 20% of the student body of both schools have used the ORC. We are trying to improve the percentage with the orientation programs and offering services to teachers.

HUNTINGTON

Visitation Policy

Office is open during all school hours; paraprofessional is there from 9:00 A.M. to 3:00 P.M. Most students are required to have passes to visit the ORC, but paraprofessional does not require passes. Those students with free time, may come in any time. Paraprofessional does require them to check out all materials except for hand-out materials she may have available.

HYANNIS

CENTER

Occupational Resource Center
High School Guidance Library
Barnstable High School
744 West Main Street
Hyannis, MA 02601

PARAPROFESSIONAL

Ms. Patricia Harris
Occupational Resource Person
Barnstable High School Guidance Library

Tel: 617-775-2600

INSTITUTIONAL COMPOSITION

Grades 9 through 12

PROFESSIONAL

C. Eldon Lawson
Director of Guidance
Barnstable High School

Tel: 617-775-2600

Objectives of the ORC

To provide a resource in occupational information to students, counselors, teachers and the community.

Paraprofessional's Role

1. To organize all materials concerning Occupational and Career Information.
2. To provide contact with individuals in community such as Employment Security Counselors and personnel managers.
3. To interpret the program to the high school student body through the classroom or other group presentations.
4. To supervise the use of the Time-Share computer terminal by students searching for occupational or school information.
5. To provide specific information to students in Center by location of directories, occupational descriptions, etc.

HYANNIS

Narrative Re State of the Program

The Center is presently located in an area which is much too small. It will be moved to a section in a large new Media Center which is planned for construction beginning September, 1974. Activities of the Center are best described in the attached yearly report.....(FOLLOWING)...dated June 24, 1974.

....

(Purpose)

The purpose of the ORC is to assist the guidance department in the dissemination of career information. Establishment of the Center, utilizing federal funds, results from the fact that some students for too many years have graduated from high school lacking an understanding of the World of Work. My goal in conjunction with the Guidance Department and other school and non-school personnel, is to assist students to become knowledgeable about opportunities in the labor market.

This has been achieved by utilizing information in print, film and tape form, speakers in selected areas, involving the student with the community resources in selected occupations and the expertise of the counselors.

(Location)

(Materials)

The Center is located next to the office of the Director of Guidance in the administration section of the high school. Materials in the center are tapes, programmed directories of various careers and short-term career schools, catalogues of four-year college programs, two-year Community and Junior Colleges, Technical Schools and Trade School brochures. Music and Art, Nursing (2 and 4 year) programs, Secretarial, Business and Retailing, Beauty Culture, Career Opportunities locally and other areas, information concerning current employment requirements, salary, etc.

(Time-Share Computer)

From September to December, a considerable amount of time was taken to orient teacher, students and community to this new area in guidance. A very popular aid for use of student and teachers was the Time Share Computer, which was installed mid-October 1973, to run through January 1974. The following programs were available in the data bank of this computer:

1. Occupational and technological curriculum information leading to associate degrees and other awards below the Baccalaureate, and/or for immediate employment beyond high school. Also specific occupations or clusters of occupations.
2. Four and two year college information, geographic location, number of students, cost, admission requirements, etc.

3. Financial aid - minorities, scholastic, special awards, etc.
4. Special programs and services offered by a particular college.

During this period of time, a poll was taken concerning the computer and ORC, and suggestions were requested. The poll was taken by students at random. Results were favorable. A sign-in-book was designed, allowing us to have approximate numbers of students using materials and computer in the center. The students really enjoyed using the computer. It saved time with programmed information readily available that could not be found as quickly, along with questions programmed in such a way that the student learned more about the school and himself.

As the year progressed, large and small groups of students and teachers met to learn about careers, colleges, job information and training programs. Teachers in the English department, 9th, 10th and some 11th grade classes were involved with a week of scheduled classroom time presentations, involving guest speakers to class and the showing and discussion of filmstrips. Students then completed a paper the last day of presentation concerning selection of career or job interview. Some classes were also involved with filling out actual applications for jobs in the local area. Discussions held relating to importance of necessary papers needed for employment - Social Security card, drivers license, types of references, importance of positive attitudes and attendance in school, frequent absences and/or chronic lateness.

The CE presentation began March 1974. The last meeting was the week of June 10-14, 1974. Teachers involved were requested to submit a written report, suggestions, comments, etc. Suggestions were noted and referred to Mr. Lawson. The suggestion of incorporating career education as part of the English Department curriculum is being taken under consideration.

Military career programs were favorably received by students this year. A large number of students participated with the Armed Services program, including the Armed Forces Battery Test, which I proctored along with representatives from all branches of the service.

Other testing programs in which I have participated have been the Kuder Interest Inventory, proctoring of New England Telephone Company test, scheduled for students interested in summer employment.

My feelings about the reception this program has received is as follows:

(Reception of Program)

Community - requires more public relations and communication.
Administrative staff - favorable.
Instructional staff - favorable.
Local support - also favorable. I would like to mention a few names of respondents in the local area....

-New England Telephone Co., Mrs. Seacrest and Mrs. Fonseca... screening and testing of students, open presentation regarding employment opportunities, skilled and semi-skilled and on-the-job training benefits.

-Employment Securities Administration, Mr. Aldous Ridgley....speaker for Career World of Work Week, local options and opportunities, discussed opportunities in other areas relating to specific skills and career openings - quoted Department of Labor statistics for employment outlook in the 70's to the beginning of the 80's.

-Mrs. Chris Werner, Personnel Manager at Sears Roebuck....

-Mr. Donald MacLean, Personnel Manager at Cape and Vineyard....

-Also...., Cape Cod Hospital, Angelo's, Friendly's, Anderson Little, and the Bass River Savings Bank and the Falmouth National Bank providing a guest speaker to discuss careers in banking. Mr. Smith, local proprietor - careers in photography. Russell Wilkins, local lawyer and M/Sgt. Klaus Geisler, careers in engineering and Air National Guard training programs. Last but not least, by student interest, an assembly for those interested in careers in fashion and design, a representative from Gibson Girl in Boston.

(Meetings and Conferences Attended)

Meetings and Conferences attended:

-Saturday Workshops - three this 1973-74 school year
-New England Personnel and Guidance Conference at Dunfey's - October
-All Cape College Day at the Cape Cod Community College - November

-Career Night (Parents) - January
-Military Career Information Seminar at Otis Air Force Base
-Career Information Conference in Brockton - March
-Conference in Bridgewater with Director of Progress Program, Mr. Paul Gaines.
-Many sessions with College Admissions Personnel (recruiters)
-In-depth discussions, in particular those with specific basic study skills programs, reading, tutorial and scholarship availability applicable to minorities. To mention a few:

1. S.M.U. - College Now Program - Mrs. Tate
2. Boston University - School of Basic Studies
3. Bridgewater State - Progress Program - Mr. Gaines
4. University of Mass. - Boston and Amherst - Mrs. Fields.

-A special program sponsored by the Marine Recruiter at Weymouth Air Base.
-In addition to ROTC Recruiters Program, updated information regarding Prep Schools, basic requirements, quotas and screening of minority students who score high on SAT's.
-As a community service, by request, I spoke several evenings on CE, Mass. Maritime and Hyannis Branch NAACP.
-Visits to other local Occupational Resource Centers - Falmouth and Dennis-Yarmouth Regional High Schools.

A considerable amount of time and opportunities has been directed toward face to face contact with some local employers. Some of the responses were negative to the hiring of minorities in certain positions. A few employers were a little more optimistic that summer employment and hiring would show to the advantage of all persons interested in working. I feel that this would require further study and follow-up procedures. I am hopeful that more involvement with local employers will improve as this program progresses.

I have submitted series of reports to Mr. Lawson, Director of Guidance, for communication and accountability purposes, activities in and out of ORC. Arrangements have been made for a local Civil Service bulletin with current employment openings -- Post Office, Health Education and Welfare Department, both Federal and State including Registrar from Providence, R.I. and Woods Hole, Falmouth, Mass. We also have close contact with Cape Cod Community College Career Officer, Mr. Richards. A career exploration trip to LaBaron

Beauty Academy was arranged and sponsored (no cost to school system). Number of students participating were 30-31. I was assisted by a faculty member. The students were commended on their good behavior and dress. (Favorable to Barnstable High School.)

The numbers of students and faculty using printed materials and related matters has been encouraging. I would like to encourage and expand dialogue and develop a more harmonious relationship between minority students, faculty, counselors, parents and business persons within the community.

Clerical duties involved: Writing notices, bulletins, reports to Amherst as required, arranging for speakers monthly, as we had a special career or opportunity presentation each month, checking on materials and requests for loans on materials directly related to activities in the Center. (Clerical)

We are trying to be as effective as possible, with large numbers of students using materials and the Center, allowing for limitations of space. We have many materials that students favor and would like to increase materials when additional space is allotted to us - hopefully in newly constructed Media Center. (Comments)

Ideas for the future use of Center - 1974-75. (Ideas for Future)

1. Direct involvement with faculty from other departments such as Social Studies, Math, etc., to incorporate career concepts and requirements relating to subject.
2. Expand Public Relations between school and community.
3. Review group sessions, discussions, showing of filmstrips to students during their free time and exploring career alternatives with assistance of Occupational View Deck.
4. More in-depth exploration for possibilities in local community relating to World of Work.

SUMMARY: The student interest and faculty response has stimulated and given me encouragement. Several suggestions from faculty members are being considered. I might add that the focus of information requested by students did appear to center around college-oriented professional careers, rather than non-professional. (Summary)

HYANNIS

RECOMMENDATIONS:

(Recommendations)

1. More classroom visits
2. Big Military Career Fair
3. Career Work Program
4. Parents Night Presentation (to include Computer demonstration)
5. Close involvement with career and opportunities in local community
6. Provisions be allotted for transportation for Career Exploration Trips.
7. Encouragement and review of School Committee to assist paraprofessional in courses related to occupations, careers and World of Work. I feel that there are so many specialized worthy areas that would be beneficial to the effectiveness of the program.

Visitation Policy

Anytime is reasonable. However, calling for an appointment is desirable.

LEXINGTON

CENTER

Career Center
Lexington High School
251 Waltham Street
Lexington, MA 02173

PARAPROFESSIONAL

Ms. Margaret M. Hartery, Aide
Lexington High School Career Center

Tel: 617-862-7500, Ext. 167

INSTITUTIONAL COMPOSITION

Enrollment - 2190
M - 1089, F - 1101
Minority - 52

PROFESSIONAL

Oscar W. Krichmar, Guidance Counselor
Lexington High School

Tel: 617-862-7500, Ext. 157

Description of Community

Location - 15 miles from Boston
Population - approximately 30,000
Socio-economic level - middle to high
Sources of Community Income - business and professional.

Objectives of The ORC

To help the students become aware of the World of Work and to provide them with a variety of resources in order to investigate potential careers. Examples: Field Trips, Occupational Film Scheduling, Local Resource File for Speakers, Reference Books.

To create opportunities within the curriculum in order to enable students to explore careers. (Occupational Classes meet in the Career Center to use resources.)

To inform parents of students and the community at large of the resources available in the Career Center.

To reach out into the community for job opportunities and training programs.

Paraprofessional's Role

1. To maintain student/teacher evaluation file for processing college applications.
2. To maintain and update D.O.T. (Dictionary of Occupational Titles) file, and shelve catalogues and pamphlet files.
3. To post open-house notices and part-time jobs.
4. To receive college admissions representatives - group interviews held in Career Center.
5. To assist students with the use of the View Decks (Occupational, Four-Year College and Two-Year College).
6. To assist students with the use of audic/visual equipment and software.
7. To solicit catalogues and materials for the D.O.T. File.
8. To be responsible for supervision and maintenance of the Center.
9. To post Civil Service announcements and apprenticeship openings.

Narrative Re Present State of Program

Physical facilities: Five tables, fifteen chairs, book shelves, magazine racks, 300 square feet of space (approximately), three filing cabinets, one desk and one copy machine.

-Occupational Classes meet in Career Center.

-Guidance Counselors meet with small groups to explore careers and schools.
-Career Center open on "Back to School Night" so parents may visit.
-Co-sponsored Career Day with Lexington Rotary Club.
-Kuder Preference Tests administered here.
-Refer also to Objectives of the ORC and Paraprofessional's Role, above.

LEXINGTON

Open every day school is in session from 8:00 A.M. to 2:30 P.M.
Please call for an appointment.

Visitation Policy

MEDFORD

CENTER

Career Information Center
Medford High School
489 Winthrop Street
Medford 55, MA 02155

Tel: 617-396-5800, Ext 313

PARAPROFESSIONAL

Ms. Carol Sharpton, Career Information Center Paraprofessional
Medford High School

Tel: 617-396-5800, Ext. 313

INSTITUTIONAL COMPOSITION

Grade Levels 9 through 12
Enrollment - 3600
M - 48%, F - 52%
Minority - 4%
Handicapped - 1%

PROFESSIONAL

Alfred P. Pompeo, Director of Guidance and Placement
Medford High School

Medford is a suburb of Boston with a population of 64,000. The socio-economic level is mostly middle and upper middle class. The sources of community income are as follows: 80% residential, 20% business tax levy.

Description of Community

1. To provide a central location for all types of Career Information for access and delivery to students in grades 9 through 12.

Objectives of ORC

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2. To plan periodic group activities aimed to provide the opportunity for career exploration and orientation.

3. To coordinate the services provided in the ORC with programs of student placement and Work-Study.

4. To cooperate with all local agencies and enterprises that are sources of career information of interest to students in a comprehensive high school.

5. To facilitate access and use of the wealth of occupational information in the school library so that they may be used by subject teachers in their regular classes.

Paraprofessional's Role

1. Maintain one of the three guidance libraries so that educational and occupational and scholarship materials are up to date and in adequate supply. Annually contact sources of these materials.

2. Schedule visitations from all school, college and business representatives. Rotate assignments among department personnel to meet with scheduled representatives. Arrange appointments for all students interested in conferences with representatives. Prepare (type and mimeo) at regular intervals bulletins on guidance information and distribute bulletins to the junior and senior homeroom teachers.

3. Disseminate Inter-Active Learning Systems literature and plan demonstrations of equipment use. Supervise Guidance Computer Library.

4. Disseminate all scholarship information and prepare appropriate bulletins.

5. Administer and score group Otis Tests.

6. Maintain High School "Leaver" (drop-outs) File and prepare yearly figures to be used in MHS Annual Report.

7. Must have a familiarity with the Dictionary of Occupational Titles, the Occupational Outlook Handbook and College Board Information Pamphlets.

8. Aid the Guidance Counselors in any way possible, except the counseling of students.

9. Coordinate group activities planned for Career Information Center.

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Narrative Re Present State of Program

The ORC (here, Career Information Center) is located in the main Resource Center (Library) of the new High School. It occupies an area of 36' x 36'.

The physical facilities of the CIC are currently located in one of the Guidance Libraries. Various activities and services are available in the CIC.

The CIC provided "on line" time to approximately 300 students which gains instant access to information on colleges, scholarships and occupations.

The CIC provided listening stations where students could come to listen to career tapes and watch career filmstrips. This is available to all students, grades 9 through 12.

The CIC participated in one-day display and exhibit of career materials pertaining to allied health careers. This was done in conjunction with Medford High School and the local hospital, at the hospital, as part of its annual "Health Career Days". There were several exhibitors involved and about 200 students participated.

The CIC ran a three-day exhibit in the Library of the High School of career materials available to students at all times in the CIC. Ongoing demonstrations of available filmstrips on a variety of careers and an exhibit of the Guidance Computer System were also part of the exhibit. Some 500 students visited the exhibit. This exhibit greatly increased the number of students who visited the CIC on a day-to-day basis.

Visitation Policy

Medford High School has a very liberal policy on visitations. Requests from all reputable schools, colleges and businesses are honored, in keeping with the ability to arrange sessions so that students may benefit from the discussions with visiting representatives without necessarily interfering with the on-going instruction program.

MILFORD

CENTER

Occupational Resource Center
Milford High School
Milford, MA 01757

Contact: Paul Scagnelli, 617-743-0018

NORTHAMPTON

CENTER

St. Michaels' Career Counseling Center
St. Michaels High School
64 Gothic Street
Northampton, Mass. 01060

PARAPROFESSIONAL

Mr. James Babyak
St. Michaels High School
60 Gothic Street (High School)
64 Gothic Street (CCC)
Tel: 413-584-4287

INSTITUTIONAL COMPOSITION

Number of students - 243
M - 110
F - 133

PROFESSIONAL

Sr. Mary Magdalen, Principal
St. Michaels High School
60 Gothic Street
Northampton, Mass. Tel: 413-584-4287

Description of Community

Average income, middle class, suburban.

Objectives of the Occupational Resource Center

To add a new dimension to the educational program of the school by providing career information and job opportunities for students.

Paraprofessional's Role

To provide job and career-oriented information to all students on both a formal and informal basis. To meet with all students and discuss their plans concerning jobs and careers.

Narrative Re Present State of Program

The center has been incorporated with the Guidance department due to the space required. The program reaches all levels of students and also provides valuable resource information for the Business and English departments.

Visitation Policy

Open policy on a daily basis.

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CENTER

Occupational Resource Center
Cathedral High School
260 Surrey Road
Springfield, Mass. 01118

PARAPROFESSIONAL

Note: Sr. Loretto Thomas serves in a professional Career Counselor Role.

INSTITUTIONAL COMPOSITION

Grade levels - 9-12
Number of Students - 2827
M & F fairly evenly balanced with about 200 more F.
Minority - approximately 5%

PROFESSIONAL

Sr. Loretto Thomas
Occupational Career Counselor
Cathedral High School
260 Surrey Road
Springfield, Mass. 01118
Telephone: 413-782-5285 Ext: 28

Description of Community

Low income groups - about 30%; middle income - 65%; upper income - 5%. Springfield is a city of 85,000 with diverse population and occupational components. The Center serves the school population and many from the community and outside. This year is served more than 400 from other schools in and out of Springfield.

Objectives of the Occupational Resource Center

1. To serve anyone who needs help.
2. To point out materials to use for obtaining knowledge of many or several careers before the students make a decision.
3. To help choose an "after high school" place to receive occupational career information.
4. To keep the Center up to date with materials and AV aids, etc., including statistics for job outlook, chances for advancement and wages.
5. To keep the Center open to all grade levels from 7 through 12 (7 and 8 come from other schools). College students also have use of the Center whenever they ask.
6. To set up career speakers, programs and field trips for students.

Career Counselor's Role

1. Visits classes to talk about careers that do not require four years of college.
2. Speaks to each class assembly in the fall to acquaint them with the location, materials, and how to use the Center.
3. Brings in speakers from the Services (Army, Navy, etc.),industry, apprentice schools, 1-year and 2-year schools.
4. Helps in job placement.
5. Advises students singly whenever required.
6. Steers students in direction suitable to abilities and interests.
7. Goes out to PTA's evenings to inform parents of the Center, invite them to visit it, and also explain the term "Occupational Career".
8. Goes out to 7th and 8th grades and teaches a mini-course once a week in technical drawing to acquaint students of all the avenues this leads to in occupational careers.

Narrative Re Present State of the Program

This Center was a stock room opposite the Guidance department. It was painted a bright color and ventilated by three fans. There is plenty of shelf space. In this Center, on colorful open display, there is information on more than three thousand careers (books, brochures, pamphlets). I have a filmstrip projector, three filmstrip viewers and two cassette recorders; an eight-person listening station equipped with earphones, a carousel slide projector, a record player, a camera for taking slides, an overhead projector, a small daylight screen on the wall. There are six desks and chairs for students to view, listen or read, and two chairs without desks just in case. For visual aids, I have more than 80 filmstrips with corresponding cassettes, about 150 slides (all of which, to my regret, deal with aviation and aviation-related subjects). I hope to get more slides this coming year. There are two complete sets of Occupational Briefs (over 400 in each set), posters on various careers, larger bulletin boards just outside the Center for our exclusive use, catalogues of all types of schools and all kinds of professional helps such as College Handbook, Vocational Handbook, D.O.T., Occupational Outlook Handbook (latest edition)and numerous other helps. I can honestly say "Name It", and we have information on it.

Students visit the Center often. This year ('73-'74) Cathedral students paid over four thousand visits to the Center (I can take eight students at

a time, six periods a day). There were about 400 visits from students outside the school. More than 40 counselors from various parts of Massachusetts and Connecticut also visited the Center.

I ran an Army Opportunities Day when sixty Army personnel came. The day started at 8:30 A.M. with two assemblies in the auditorium. Displays were set up in the large corridors. Movies, slides and filmstrips were shown and explained by the various personnel. Visits to the displays and to the assemblies were voluntary on the part of the pupils. About 2,000 attended the assemblies and there were more than 3,000 visits to the displays. The Army stressed the two-year stint and the civilian related careers. It was an extremely successful occupational career day for both boys and girls and very educational for interested faculty members.

Another activity was a free course in health sciences after school hours. This was very beneficial in helping students to understand the paramedic profession. We sponsored six field trips to industries and industrial institutes.

Graduate students in counseling have used the materials and functions of the Center to write term papers for their courses.

Visitation Policy

The Center is open from 8:00 A.M. to 3:30 P.M., and other times (such as evenings or Saturdays) by appointment. Anyone may visit the Center. At Cathedral, the students come during study periods. A special pass is issued. Counselors and other school officials are welcome to see how we have set up our Center and to see it function. Any help that we can give them to assist them in setting up a Center is given cheerfully.

CENTER	PARAPROFESSIONAL
Occupational Resource Center North Middlesex Regional High School Main Street Townsend, MA 01469	Ms. Priscilla Kresser Guidance Office North Middlesex Regional High School

INSTITUTIONAL COMPOSITION

Grades 7 through 12
Enrollment - 1700
M - 50%, F - 50%
Minority - 2%
Handicapped - 1%

PROFESSIONAL

Ms. Ruth McGhee, Counselor
North Middlesex Regional High School

Description of Community

North Middlesex Regional High School serves three rural towns in North Central Massachusetts with a total population of 13,000. The communities served are primarily lower-middle class with farming, small construction companies and factories employing the majority.

Objectives of The ORC

Our school district strongly needs to provide occupational information/skills to our students so we can break the often repeated cycle of son and daughter following mother and father into unskilled jobs in our paper mills and plastics factories. Most of our 'general curriculum' students enter the unskilled labor field, but with the availability of our Resource Center, we hope to encourage these students to study for and attain a higher level of skilled employment.

Paraprofessional's Role

Mrs. Kresser also serves as a secretary in the Counseling Services Department and works for three to four counselors including the director. Mrs. Kresser maintains files and catalogues of occupational information and assists students whenever possible. Mrs. Ruth McGhee, who attended the first week of the training program, has also set up a center of information in her counseling office, has scheduled audio-visual programs, speakers from local businesses, arranged a Career Day with various displays and representatives, and has planned several field trips for students.

Occupational information is now available in two offices of the Counseling Services Department. Plans pending for September 1974 are to establish a Resource Center in an area adjacent to the cafeteria/study hall. The materials in this Center will be maintained by a Cooperative Education student. During study

hall time students will be able to easily avail themselves of the material.

TOWNSEND

The Library Center of the school is amassing a collection of film strips pertaining to occupations, which will be available to all students.

5 Students may use the Resource Center during study hall time.

Visitation Policy

CENTER

Occupational Resource Center
Westfield High School
10 Guidance Department
177 Montgomery Road
Westfield, MA 01085

PARAPROFESSIONAL

Ms. Patricia Dinnie
Occupational Resource Aide
Guidance Department
Westfield High School

Tel: 413-568-1721

WESTFIELD

INSTITUTIONAL COMPOSITION

Grades 9 through 12
15 Enrollment - 1782
M - 792, F - 990
Minority - 10
Handicapped - 13

PROFESSIONAL

Homer P. Gammons, Guidance Director
Westfield High School

Tel: 413-568-1721

Westfield is located in the Southwestern part of Massachusetts and has a popu-
20 lation of 32,400. Its socio-economic level is low to middle class. It is the location of a state college and has a city-owned airport. Some of the larger industries in Westfield are as follows: Columbia Mfg. (bicycles), Digital Equipment (computers), Savage Arms (sporting fire arms), Stanley Home Products, Old Colony Envelope and H.B. Smith (iron casting).

Description of Community

A. To assist students in the identification of appropriate occupational goals.
25 B. To supply students with occupational information.

Objectives of ORC

WESTFIELD

PURPOSE - To supply supervision and direction to the Occupational Resource Center in Westfield High School.

Paraprofessional's Role

DESCRIPTION -

-Works under the direction of the head Guidance Counselor
-Cooperates with counselors and faculty and complies with their requests within the Occupational Resource Program as is feasible.
-Supervises the ORC.
-Builds and maintains an occupational information library.
-Makes such information available to students, teachers, and the general public upon request.
-Assists pupils in finding information concerning jobs or educational opportunities.
-Reproduces materials as needed.
-Uses or teaches pupils to use the various visual aids and information files.
-Administers occupational interest inventories.
-Gathers appropriate job information materials for use of faculty members within their course offerings.
-Types correspondence, memos, etc., as pertaining to program of the ORC.
-Assists the Guidance Secretary as occasion demands.

The ORC is in the Guidance Department and is in a conference room approximately 12 X 12. The Resource Aide has an office next door, so that the room is devoted entirely to the storage of occupational information, including a sizeable table and chairs, files, shelves.

1973-74 was the first year for the Center, so we have spent a good deal of time establishing our occupational library. We have, however, seen a fairly large number of students, from Guidance Counselor referrals, staff referrals, students' word-of-mouth, and the numerous notices sent out to the student body.

Our clients seem to have been equal in amounts of males and females, and we have had interest indicated from all grades. We found the Occupational View Deck to be a good 'come-on' as it is a fun introduction to career information. This is one of the major reasons that the students came to the Resource Center, and primarily from word-of-mouth. From the View Deck, many students went on to seek out further information with our occupational briefs,

texts, and filmstrips. There were also many students that came to the Center looking for information on specific careers. We have a very complete library of school directories, which are used often by students and also lent out to staff.

Our filmstrip library was lent out to the Middle School for short periods of time, and much of our material was reviewed by a counselor at the Middle School to aid in their program.

The resource aide made many plant visitations during the year to acquaint herself with the type of industry and jobs available in the Westfield Area, and also accompanied special education classes on visitations to various industries.

We have made our Occupational Resource Center available to other school personnel for aid in setting up their own programs.

CENTER

Occupational Resource Center
Minnechaug Regional High School
(Hampden-Wilbraham Regional School District)
Main Street
Wilbraham, MA 01095

INSTITUTIONAL COMPOSITION

Grades 9 through 12
Enrollment - 1600
M - 49%, F - 51%
Minority - 1.5%
Physically Handicapped - Less than 1%
Special Needs - 5% (Learning Disab., Mild Retardation, Adjustment Problems, etc.)

PARAPROFESSIONAL

Ms. Judy Smith
Guidance Assistant
Minnechaug Regional High School

Tel: 413-596-9011

PROFESSIONAL

Peter Gartner
Director of Pupil Services
Minnechaug Regional High School

Tel: 413-596-9011

WILBRAHAM

Description of Community

Suburban Communities ringing Springfield. Wilbraham is upper middle class socio-economically; median education is 13.3 years; median income, $11,000 to 13,000; income is derived from professional, managerial roles in Springfield/Hartford. Hampden is somewhat more agrarian though still categorized as a commuter community; income and educational and vocational levels are somewhat lower. Twenty percent of the student population is from Hampden.

Objectives of ORC Program

1. To provide a Resource Center (multi-media library) for students and alumni to obtain (individually and in groups) information about:
   A. The decision making process involved in career investigation
   B. Themselves
   C. The World of Work
2. To provide 'laboratory' for above use by classes/programs (cooperative/Work-Study, etc.) involved in career investigation.
3. To foster career exploration in regular classes by providing supportive material, outside speakers, teacher training.
4. Develop a pool of community resources; speakers, job visitation sites to assist individuals and groups explore careers, training opportunities, etc.

Paraprofessional's Role

The Paraprofessional

1. Provides 'on-the-spot' interviewing of students who drop in to the Counseling Office.
   (a) Engages in some counseling ('listening' mostly)
   (b) Provides information to students when appropriate to student needs and when directed to do so by a counselor.
   (c) Makes referrals to counselors and sets up appointments
   (d) Functions, in general, as a liaison between client and counselor, communicating the role of the counselor to students, teachers and parents.
   (e) Coordinates dissemination of guidance information with student-committee to students, parents, faculty and community.
2. Maintains the Occupational-Educational Library and teaches the students

how to use the resources.

3. Coordinates visits of College Admissions Counselors and Company/Career Representatives - in general, as a liaison with the community.
4. Assists the counselors in the coordination of the school's group testing program.
5. Supervises the student aides working in the Resource Library.
6. Assists counselors in the scheduling of students and in making appropriate class placement adjustments.

These, above, were the Paraprofessional's major functions during the 1973-74 year.

Narrative Re Present State of Program

The Center is a spacious former classroom fortuitously located adjacent to former Guidance Library. It now houses an expanded variety of occupational investigation materials: Books, pamphlets, commercial vocational file - in depth, filmstrips, tapes, records and appropriate hardware.

Modular/trapazoidal table units lead to flexible use. A corner is set up as an office for the Guidance Assistant.

Students used the library during the year during study or open-campus hours. Some were entirely self-motivated, others were working on classroom assignments in career investigation. The entire freshman class (480) students were introduced and oriented to the facility in small groups in a guidance program of six sessions per group. Almost all the junior class were similarly oriented in small groups sessions on educational and career planning. Several teachers of small classes brought their entire class in for career investigation units they taught jointly with the Guidance Assistant. Materials were freely loaned for regular class use.

The Center is an integral part of pupil services and is used heavily by guidance Personnel in working with their clients as well as by the Work-Study coordinator (also part of P.P.S.).

Visitation Policy

Open Visitation Policy. Facility available all year weekdays except legal

holidays. Guidance Assistant (paraprofessional) on duty 9:00 - 4:00 during school year and the weeks (one each) prior to and after school. Counselors are available then and during school vacations.

Visitors from outside should call to avoid conflicts with room and program activities before visiting. Non-school people are asked to check in at main school office (across hall) upon arrival.

WORCESTER

CENTERS	CONTACT
Woodland Community Elementary School Woodland Street Worcester, MA 01610	For information on the Programs in these schools, contact: Frank Sepuka, Director of Aides 20 Irving Street Worcester, MA 01609 Tel: 617-798-2521
Belmont Street Community School 170 Belmont Street Worcester, MA 01605	
Canterbury Street School Canterbury Street Worcester, MA 01605	Following is the report from the Paraprofessional at St. Nicholas Avenue Community School, Worcester.
St. Nicholas Avenue Community School St. Nicholas Avenue Worcester, MA 01606	

CENTER

St. Nicholas Avenue Community School
St. Nicholas and Erie Avenues
Worcester, MA 01606

PARAPROFESSIONAL

Kathleen A. Rea
Career Education Aide
St. Nicholas Avenue Community School

Tel: 617-852-6967

INSTITUTIONAL COMPOSITION

Grades K through 6
Enrollment - Approx. 500
F - more than half
Minority Background - 12%
(Black, Spanish, Native American)
Handicapped - 2%

PROFESSIONAL

Ms. Anne Bresnehan, Social Studies Teacher
Building Career Education Coordinator
St. Nicholas Avenue Community School

Description of Community

St. Nicholas Avenue School is situated in the middle of three school districts, two of which are middle income. Since St. Nicholas is a community school, (opened to the community from 8:30 A.M. to 9:30 P.M.) it has an open enrollment, which means anyone may attend regardless of location (home). The majority of the children are of low income status, residing in the housing project behind the school (the Great Brook Valley housing project and Curtis Apartments) which is considerably over-crowded. The population is unknown.

Objectives of ORC Program

The long-range objectives of the program in September were to create an awareness on all grade levels in our school. As of the present (July, '74) the intermediate section (which makes up more than half of the school) has been exposed to numerous areas of Career Education, including a wide range of guest speakers whose visits to the school were arranged by the paraprofessional.

Paraprofessional's Role

As Career Aide, I had several responsibilities to the teachers and children with whom I worked. Starting in January, I began working in the Social Studies section of the intermediate wing of the school (grades 4 - 6) for a minimum of three periods a day. Since the Social Studies unit focused lessons around

a Title III program Project LEARN/CAREERS, we used the Social Studies curriculum of the city, neighborhoods and its people as a vehicle to incorporate CE; the awareness of jobs and their interdependency.

(Paraprofessional's Role, cont'd)

Every Friday, Anne Bresnehan, Robert Sullivan (another S.S. teacher) and myself, would have a planning session for the week to come. Using a focusing question, (such as "What jobs are in our community?) we would each take a group of ten children and expand on the question, investigating areas like, who does the job, how do we get such a job, training involved, education, etc. At times, when a learning aide was needed, we used the classified section of a newspaper, (often papers of different cities) various advertisements and audio-visual materials. When the warm weather came, we would go out into our community and investigate the numerous jobs and activities going on, using a 'Data Retrieval Sheet' to record our findings.

Narrative Re Present State of Program

I wanted the children to be able to have materials for reinforcement purposes available next year, even though I would not be here. I used the resource materials (from the file) as reference to a set of activity cards I made. Arranged according to Career Cluster, the activity cards have questions and/or projects that are to be used with the resource file and the Library. It also reinforces language, handwriting, library and science skills.

I also made a few games that could be used in a small group. The games, some best suited for slower groups and others for more advanced children, are as follows:

(Career Games)

- -For the slower child, the "Who Am I?" game which involves reading question cards that describe an occupation in simple terms and advancing on the game board when the question is answered.
- -For the more advanced child, the "Game of Careers". Using a wide variety of careers, the child must identify the job with the use of some technical terms, tools or materials used in that job - perhaps the way a person dresses for the job - all of which are on question cards. In this game there are chance cards, specifying advantages and disadvantages or certain occupations that will at times make a player forfeit or gain advancement on the game board.
- -I received a game called "Environmental Realities" from the Department of Civil Defense. This is a situation game of social and environmental problems

that arise in a city.*
-I sent for a game from the Sunkist Fruit Growers called "To Market, To Market", which deals with the problems and profits of fruit growers. Both sets are excellent for the slow and advanced child.**

The children and faculty members who use the Center are limited to the Social Studies sections. On the average, about 90 to 100 children were using Career materials each day through Social Studies. Teachers mainly relied on providing CE exposure through Social Studies, and again, this was primarily in the intermediate section.

Visitation Policy

As far as visitation policy is concerned, our principal, Mr. Arthur Larievy, Jr., is most generous with his time and also quite helpful to persons interested in learning more about the Resource Center at the school. All that would have to be done is to call the school and arrange an appointment, and he takes care of the rest! Mrs. Margaret Radcliff, our Assistant Principal is also most helpful to visitors. She takes the time to show a visitor the entire school and introduces the staff to them...she's great!!

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*To acquire "Environmental Realities", write to the U.S. Department of Civil Defense, Washington, D.C.

**To acquire the game, "To Market, To Market", write to Sunkist Growers, Consumer Services, P.O. Box 7888, Valley Annex, Van Nuys, California, 91409.

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